

Mentoring in the Colleges of Education in Ghana: Challenges and The Way Forward

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Abstract: This study sought to examine the experiences of mentors in enriching teacher trainees (mentees) with basic competences needed in teaching. Teacher trainees are perceived as not developing the requisite professional skills and attitudes while at college. Mentoring aims at consolidating the theoretical approaches to education with relevant practical hands-on activities that is intended to equip the teacher trainees with the needed competences and skills. Effective mentoring is deemed to impact positively at helping teacher trainees in developing their professional competences required in teaching.

The study employed the descriptive survey design using the sequential mixed method approach. A questionnaire and cluster-based discussion interviews were employed to collect data on teachers who have been involved in mentoring teacher trainees in the partner schools. Purposive sampling was used in selecting all the 295 teachers involved in mentoring drawn from three mentoring clusters namely Cape Coast, Kisi-Abrobeano and Daboasi-Takoradi in the Western and Central regions of Ghana. Fifteen (15) mentors were engaged in Cluster-Based Discussion Interviews (CBDI) and Subject Teacher Based Interview (STBI) using a prepared interview guide to obtain information that validates the data obtained with the questionnaires.

The study concluded that there were no proper selection criteria put in place by Basic School heads to select competent mentors for the mentoring programme. The training regime put in place by the Colleges of Education to train mentors before taking up mentoring responsibilities did not make the desired impact since it fails to equip mentors with skills, attitudes and competencies needed for mentoring. Mentors were not adequately motivated and rewarded and this had resulted in mentor fatigue and apathy since the job of mentoring is a daunting one.

The study recommends that head teachers put in place proper selection criteria to select teachers with adequate professional experiences to be involved in mentoring teacher trainees. Again, the selected mentors should be engaged in regular training workshops and in-service training in order to become accustomed with modern innovative approaches to mentoring.

Keywords; initial teacher training, professional teachers, teacher trainees, selection criteria, motivation for mentorship

I. INTRODUCTION

The training of good teachers is a panacea for effective national development. Teachers are the main engines on which the human resource base of every nation revolves. Teachers are the main agents of change and development. This suggests that the training of teachers must be given the needed attention if every nation is to derive maximum benefit

of reforming the citizenry so as to create employment and grow the nation.

The development of every country in this era of knowledge explosion is invariably linked to the quality of its education system [16]. The very essence of education is to provide the citizenry with life skills that will guide them to be functional. It is for this reason that many countries in Sub-Saharan Africa have affirmed their support for the Millennium Development Goals (MDGs) which aims at providing quality education for all children of school going age [39]. If these goals are to have positive social and economic impact, then the educational system should ensure that children are equipped with the basic competences in literacy, numeracy and essential skills which will enable them to benefit from or contribute to the future of their society [1]. To this end, many countries have introduced innovations to their education curricula so as to attain these heights in education.

In order to prepare the citizenry to meet the value needs of society and emerging innovations in the curricula of educational institutions in different societies, the teacher becomes a prominent pillar on which this role revolves [4]. The most critical aspect of a nation's schooling system is teacher preparation [36]. The training of a very good teacher is very important in achieving this educational milestone. Initial teacher training must therefore be looked at if effective teachers are to be produced. In Ghana, the National Educational Assessment (NEA) and School Education Assessment (SEA) carried out in Basic Schools revealed that Basic School pupils do not much up to the expected standards in reading and mathematics. This revelation is in tandem with the research findings by the National Early Grade Reading Assessment (EGRA) and Early Grade Mathematical Assessment (EGMA), [25]. These two researches were done to determine the literacy and numeracy skills that need to be acquired in early grades. The EGRA results revealed that by the end of Primary two (2), majority of the public school pupils in Ghana could not read and comprehend in either English or Ghanaian language [25]. This revelation in the assessment of early grade casts a slur on the professional integrity of Basic School teachers in their professional practice.

Initial teacher training has gone through a lot of changes with the view of getting the best out of the practice in Ghana. The Colleges of Education in Ghana have aligned their activities with the National Teaching Standards (NTS)

and developed innovative student-centered pedagogies. Teaching in the college is now differentiated into subject specialty and teachers are expected to engage in action research to identify and remediate problems that may arise in the classroom. Colleges of Education had to be strengthened to ensure best practices which aimed at enabling teacher trainees to develop the requisite content knowledge, pedagogical variables as well as professional practices shrouded in effective professional ethics. This implies that good quality initial teacher training results in good quality beginner teachers [8]. However, there are concerns throughout Africa that the quality of instruction is poor owing to inadequate teacher preparation [2]. A synthesis study on teacher preparation in six Sub-Saharan African countries revealed that training in pedagogy in all countries was often theoretical, making it less likely to have impact on classroom practices [26]. To help address these inadequacies in the initial teacher training process, experts in education recommend that teacher trainees must be mentored and coached by experienced professional teachers in real classroom situations. This is to link the college based theoretical approaches subsumed by teacher trainees with relevant practical activities to help train high quality teachers with the requisite competencies firmly rooted in effective professional standards.

Statement of the Problem

Effective teacher education programme requires effective mentoring guided by a systematic approach for training and professional development [32]. Mentoring is a critical component of effective teacher professional development. The purpose of mentoring is to facilitate the teacher trainee's development based on the mentors' experiences. The mentors' professional experiences and training is a key factor in modeling and equipping teacher trainees with the needed pedagogical and professional competencies essential for teaching effectively [40]. Mentors are expected to clearly demonstrate their effectiveness in classrooms by exposing trainees to the repertoire of their knowledge and experiences through engaged activities. Teacher trainees are expected to expand their knowledge and skills, build professional competences and networks that will help them in their career.

In Ghana, during the period of mentorship, mentors are required to share the subjects in the curriculum with trainees, guide them to select and prepare their instructional materials, introduce lessons with them, supervise their teaching, hold pre, during and post-delivery conferences [22] and engage them through effective classroom management practices to help the trainee develop the required pedagogical and professional competences relevant for teaching. However, a number of teacher trainees in Ghana complete their professional training without developing the needed pedagogical skills and professional competences necessary for teaching effectively in Basic Schools. A careful problem tree analysis revealed that some mentors do not possess the needed professional knowledge and experiences to effectively engage

teacher trainees to spur up in them interest in their professional values and skills needed for teaching.

In some classrooms, teacher trainees are usually left on their own during mentorship to cultivate the art and skill of teaching without the needed guidance from their supposed experienced mentors. This attitude of mentors leaves one wondering if mentors themselves possess the requisite professional skills and competences to engage trainees effectively in guiding them to develop their pedagogical skills. It is in view of this that this study is conducted to determine the experiences of mentors that guide trainees to develop their pedagogical skills which form an important component of their professional development.

Objectives of the Study

The main objective of this study was to determine the effectiveness of mentoring processes in the Colleges of Education in the Central and Western Regions of Ghana. The specific objectives were to:

1. Determine the criteria that exist for selecting professional teachers to become mentors.
2. Find out the training regimes that exist to train mentors before taking up mentoring responsibility.
3. Find out the avenues that exist to motivate mentors to give off their best in mentoring the teacher trainees.

Research Questions

1. What criteria exist for selecting professional teachers to become mentors?
2. What training regimes exist to train mentors before taking up mentoring responsibility?
3. What avenues exist to motivate mentors to give off their best in mentoring the teacher trainees?

II. LITERATURE REVIEW

Mentoring is a nurturing process in which a more skilled or 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 [17]. 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 [30]. During mentoring, trainees get the opportunity to try the art of teaching before actually getting into the real world of the teaching profession [20]. This suggests that mentoring must serve as an introduction to the realities of the situation in the teaching profession. However, the art of introducing the real world of teaching to teacher trainees comes with a challenge. This challenge creates a mixture of anticipation, anxiety, excitement and apprehension to trainees as they commence their teaching practice [27], [21].

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 teacher trainees gaining experiences in managing and evaluating class work, maintaining discipline and order in the classroom, finding their own teaching style and personality. Also, trainees will be able 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 more relevant and meaningful to them [2]. This suggests that mentors must possess a repertoire of knowledge and experiences worthy of emulation. Effective mentoring programs require a systematic approach for training and professional development. The Texas Teacher Mentor Advisory Committee has postulated seven critical components of a successful mentoring program. These include mentor selection, mentor assignment, mentor training, mentor roles and responsibilities, program design and delivery, funding and accountability [37]. To get the best out of mentoring, the whole process of becoming a mentor, training and retraining in professional developments, motivating and addressing the challenges of mentors must be considered. Mentors must qualify a selection criterion to mentor [31]. This is because when not strategically selected, mentors can serve to perpetuate stagnant educational approaches which will undermine teacher education and stifle teacher development efforts. Any mentorship programme that lacks explicit objectives and details can cause frustration and ultimately lead to poor mentoring [5]. Their assertion is in tandem with [29] when he opined that teachers need a continuing professional development to update their professional experiences in order to present new knowledge using novel approaches of the world that is constantly changing in a prescriptive manner [4]. Mentors must be subjected to training that provides experiential orientation to techniques of observation, consultation, coaching and theories to be successful. 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 the coaching takes place [3]. 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 [14]. Recognizing the expertise of mentors, acknowledging and compensating their contribution to professional development of trainees can go a long way toward ensuring their retention [33].

III. METHODS

The study employed the descriptive survey design adopting the sequential mixed method type approach [9]. A mixed methods approach enabled the researchers to collect quantitative and qualitative data from subjects that can be

used in expressing the observations made or the phenomenon studied. Professional teachers who have been involved in mentoring teacher trainees were studied in order to reveal the relations that exist between them and how it is impacting on the mentoring program. The use of this method enabled the researchers to complement the findings of one data with another collected from the same study population which can be generalized [10].

Population and Sampling

The population of this study consisted of all mentors in the three cluster zones within the Central and Western regions of Ghana. Purposive sampling was used in selecting the mentors. Purposive sampling is used when the researcher is interested in sub groups that give vital information [12] because the subjects possess the required characteristics. A questionnaire and interview were the main instruments used in collecting data for the study. The questionnaire was vetted by experts in Science Education of Holy Child College of Education to determine content and face validity. The questionnaire was then piloted at Holy Child Practice Basic School in Takoradi. Corrections from the pilot study were used to improve the instrument. To determine the veracity of the information collected with the questionnaire, an interview guide was prepared and used in a Cluster Based Discussion Interview (CBDI) with the mentors to help in triangulating the information gathered with the questionnaire. In all, 295 mentors who were involved in mentoring and performing various mentoring activities with the view to helping trainees develop their professional and pedagogical competencies were sampled from the three clusters. Each cluster consisted of a number of Public Basic Schools where mentors engaged teacher trainees in various mentoring activities aimed at supporting them to develop their pedagogical and professional skills.

The clusters are Cape Coast cluster (Cape-CC) which sampled 10 basic schools of attachment constituting 92 mentors involved in mentoring activities associated with Antado College of Education in the Cape Coast Municipality of Ghana and Dabobasi-Takoradi cluster (DTC) which also sampled 10 partner basic schools of attachments constituting 120 mentors involved in mentoring activities associated with Ohiamadwen College of Education located in the Western Region of Ghana. The last cluster was Kissi-Abrobeano cluster (KAC) which sampled eight (8) partner basic schools constituting 83 mentors involved in mentoring activities associated with Inchaban College of Education located in the Central Region of Ghana. This mentoring period was during the 2017/2018 academic year.

After administering the questionnaire, two partner basic schools were randomly selected from each cluster. That is Cape-CC, DTC and KAC to conduct the interviews. Letters were written to the District Directorate of Education to seek permission to meet the teachers after school for the cluster interviews. Class teachers for each of the two selected partner schools in each cluster met in a common classroom for the

CBDI whereas Subject Teacher-Based Interviews (STBI) were conducted for Junior High School teachers. Both CBDI and STBI were conducted for two (2) days for each cluster totaling six (6) days for the collection of data relating to the CBDI and STBI. After the CBDI, the data collected were transcribed and categorized into three (3) main themes. This was laid side by side with the data collected by the questionnaire to ensure validity. The data collected from the questionnaires were analyzed and simple frequencies were determined for each theme.

Ensuring Ethics

In order to ensure conformity to ethics of research in data collection, all names employed in this study were pseudo-names. During the data collection, all mentors were assured of anonymity and confidentiality. The mentors were assured by the researchers that the information collected was for only academic purposes and under no circumstance will the information be released for non-academic purposes.

IV. RESULTS AND DISCUSSION

Respondents were required to indicate on a 4-point Likert scale, the selection criteria for becoming a mentor, the training regime put in place as well as motivation for retaining mentors. All questionnaires collected were checked for completeness and accuracy. Analysis of the data indicated that out of the 295 mentors sampled, 199 (67.4%) were males whereas 96 (32.6%) were females. The minimum age of the respondents was 25 and the maximum age was 55. The number of years of teaching varied as 145 (49%) mentors had taught between one and five years, 94 (32%) mentors had taught between six and ten years while 56 (19%) mentors have taught up to fifteen years and above.

Research Question 1

What criteria exist for selecting professional teachers to become mentors?

Table1: Criteria for selecting mentors

	Strongly Agree	Agree	Disagree	Strongly Disagree
	N %	N %	N %	N %
Only teachers with professional degrees to mentor.	100(33.9)	95(32.2)	60(20.3)	40(13.6)
Teachers with five or more years' experience to mentor.	115(39.0)	90(30.5)	50(16.9)	40(13.6)
Only Teachers with mentors' certificate to mentor.	170(57.6)	100(33.0)	25(8.5)	
Subject specific teachers to mentor in JHS.	45(15.3)	10(3.4)	155(52.5)	85(28.8)
Teachers with high commitment to mentor.	145(49.1)	90(30.5)	30(10.2)	30(10.2)
Selection of mentors to be done at DDE.	30(10.2)	65(22.0)	150(50.8)	50(16.9)
Only teachers who have attended workshops, and refresher courses on mentoring to mentor.	105(35.6)	100(33.0)	56(18.9)	34(11.5)
Male teachers must not mentor female trainees.	120(40.7)	100(33.0)	55(18.6)	20(6.8)

Source: field survey 2018

Table 1 indicates that teachers had problems with the current method used by head teachers to select mentors in supporting teacher trainees during mentoring. Most mentors, 195 (66.1%) sampled agreed that only teachers with professional certificates in education should be allowed to mentor. This observation is very important because it gives professional impetus to teachers with professional skills to share their rich experiences with teacher trainees. It is important that experienced teachers who have received some form of training should be engaged in mentoring. A similar proportion of agreements were expressed by the teachers 205(69.5%) that only teachers who have taught for five years and more should qualify for mentoring. This is to ensure that teachers with the requisite professional experiences are selected to mentor teacher trainees so as to equip the trainees with the professional competencies needed in teaching. A similar situation was put forward by some of the mentors during the CBDI and STBI.

CBDI-1-A ‘it’s important to have a fair idea as to who qualifies to become a mentor. How can someone who completed college of education just last year (2016/2017) be selected to become mentors whilst experienced teachers are there’.

CBDI-2-B “sometimes it is difficult to understand how the headteacher even selects teachers to become mentors. I have taught for more than ten years, yet when it came to selecting mentors those who completed college two years ago were selected”.

STBI-1-C “Teachers who are professionally competent and dedicated to duty should be selected to mentor since they know their subject specific content and pedagogy not teachers who are lazy but are in the good books of the headteacher”.

STBI-2-C “I don’t think it is good to use teachers who do not have any experience in the teaching profession to mentor. I have diploma in education and have taught for 18 years and I was mentoring in my former school. Currently, I was not allowed to mentor because my headteacher said I don’t have a degree”.

Majority (91%) of the mentors sampled indicated that only teachers with mentor’s certificate must qualify to mentor. This is because Certification of mentors will ensure the development of a high sense of professionalism, good teacher attitudes rooted in high professional ethics backed by dedication to duty will result in effective mentoring. A similar proportion of high agreements, 235 (79.6%) was expressed by the teachers when they suggested that teachers who possess very high commitment to duty and have taught for more than 5 years should be selected as mentors. This assertion by the teachers is extremely important because mentoring is very daunting and requires selfless commitment on the part of mentors to avoid mentor burn out [24]. This revelation suggests that the players in the Colleges of Education mentoring program must strengthen the selection criteria so that mentors with the desired professional attitudes and skills

are selected. The current teaching practicum regime in the Colleges of Education must specify exactly who qualifies to mentor in order to make the desired impact. Many of the mentors 220 (74.6%) agreed that male mentors should not be allowed to mentor female teacher trainees. This is because the sex of mentors is important in relation to the teacher trainees to avoid professional conflicts of interest. It has been noted that personal relationship at the heart of mentoring can be problematic when mentor and trainees are of different gender, race, sex or ethnic backgrounds [13]. A sizable proportion of the teachers 200 (67.7%) registered their disapproval that the District Education Directorate (DED) should be involved in selecting qualified teachers to mentor. This observation, the teachers contend will result in mentor apathy since the DED may not know the teachers with the right attitude and desire for mentoring even though they may know the teachers' qualification. It is extremely important that stakeholders in the Colleges of Education engage the players in the mentoring activity to streamline things so as to attain the best out of the teacher formation practice.

Research Question II

What training regimes exist to train mentors before taking up mentoring responsibility?

Table 2: Training Regime for Mentors

Training regime for mentors	Strongly Agree	Agree	Disagree	Strongly Disagree
	N %	N %	N %	N %
Mentors have received adequate training to mentoring	62(21.)	33(12)	105(35.)	95(32.2)
Mentors with training in lesson notes preparation.	105(35.)	100(33.9)	50(16.9)	40(13.6)
Mentors with training in TLR preparation.	5(1.7)	20(6.8)	170(57.6)	100(33.9)
Mentors with training in TLR selection and use.	16(5.4)	42(14.2)	144(48.8)	93(31.5)
Mentors trained in pre, during and post-delivery conferences that aids reflective practice.		20(6.8)	155(52.5)	120(40.7)
Mentors have attended workshops on specific subjects to mentor.	7(2.4)	56(20.0)	98(33.2)	134(54.4)
Mentors with training on co-curricular activities.	42(14.2)	43(14.5)	65(22.0)	145(49.2)
Mentors trained on the use of teaching (TPJ) to improve practice.	66(22.4)	100(33.9)	105(35)	24(8.1)
Mentors with training on how to set, administer and score items.	23(7.8)	18(6.1)	156(52)	98(33.2)

Source; field study, 2018

Table 2 most mentors sampled agreed that there is mentor training prior to mentoring and mentors have been trained on how to use TPJ to improve trainee practices during mentoring. However, the training regime put in place by the Colleges of Education to train mentors before assigning them trainees, has not yielded the desired impact as was attested by 200 (67.8%) mentors. Sizable proportions of the mentors sampled disagreed that though the colleges have trained them, the training did not enrich them with the skills in lesson notes

preparation (205, 69.5%), Teaching learning resources (TLR) preparation (270, 82.5%), selection and use of TLR (273, 80.3%) as well as training in the skill of writing and administering test items (235, 85.2%). This observation suggests that even though there is mentor training prior to mentoring, the training has failed to engage mentors in their core duties as teachers. It must be emphasized that the face of teaching has changed in recent times. Mentors must be involved in training sessions that seek to equip them with the modern pedagogies and innovative ways of teaching as well as the current strategies used in assessment. TLR preparation, selection and use are very important in arousing and sustaining the interest of learners during lesson delivery [28]. Lack of adequate training skills in TLR selection, preparation and use may result in learners not achieving the desired learning outcomes which can result in poor trainee performance. There is no doubt that poor quality teacher trainee preparation will result in poor education delivery to the citizenry [35].

Another source of worry revealed by this study indicates that 87.5% of the sampled mentors denied receiving subject specific training which can help them in mentoring effectively. Training in subject specialty equips teachers with special skills required to teach certain specific subjects, lack of which will deprive trainees that special subject dispositions and skills needed for teaching effectively.

To attain heights in educational training, teacher trainees have to be engaged in rigorous educational practices that aim at equipping them to develop their self-efficacy in teaching through periodic lesson reflection. Trainees must take part in extra curricula activities aimed at developing friendly co-existence between the would-be teachers and their communities of practice. All these are to help develop holistic teachers who are equipped with all the requisite experiences needed for effective teaching.

Research Question III

What avenues exist to motivate mentors to give off their best in mentoring the teacher trainees?

Table 3. Motivation for maintaining mentors

	Yes	No
	N %	N %
Have you ever been rewarded for mentoring?	35 11.9	260 88.1
Have you ever received any certificate for mentoring?	45 15.3	250 84.7
Have you ever received any cash reward for mentoring?	9 3.1	286 96.9
Have you ever been considered credits for workshop, conference or seminar attendance as a mentor?	50 16.9	245 83.1
Has there been any forum where you have shared your rich experiences as a mentor with other mentors?	25 8.5	270 91.5
Have you ever been granted a study leave because of your experience as a mentor?		295 100

Source: Field study, 2018

From table 3 above, it can be deduced that a lot needs to be done by the stakeholders in the Colleges of Education to motivate mentors so as to get the best out of them. There is an indication from the sampled respondents that majority (88.1%) of the mentors involved in nurturing trainees to attain the basic professional skills required for teaching have not been adequately rewarded for mentoring over the years. Most (84.7%) mentors sampled had not received any certificate for mentoring. A similar observation was made for mentor consideration for workshop and conference attendance. This observation cannot be ignored if proper mentoring is to be achieved. Mentors' efforts and contribution towards reforming trainees should be recognized and rewarded to boost their morale. A study conducted by [23] indicated that when mentors are adequately rewarded, its impacts positively on the mentoring process and aids teacher trainees in developing holistic teacher competences required for teaching. This observation was reiterated by some mentors during the CDBI in support of the assertion made above.

CDBI-1-E "I think that the college should give us (mentors) some form of monetary incentives to acknowledge the efforts we are making in helping the mentees.

CBDI-2-A "How can I (mentor) guide a mentee to write scheme of work, develop lesson plans, mark lesson notes and guide them how to prepare questions and guide in marking and yet I am not appreciated. This is not fair".

SBTI -2-E "If the college does not consider giving us anything, some of us will stop because it is very painful",

CBDI-1-F "it is extremely difficult mentoring a protégé teacher to develop all the skills required for effective teaching and yet your effort is not even rewarded. This is too bad".

Most mentors (91.5%) indicated that there have not been any educational fora where their rich experiences can be shared. This observation contradicts the assertion made by [38] that as practicing teachers, mentors appreciate and value the opportunities to interact, share their expertise and develop as they support new teachers. Mentors may retire from the teaching profession without sharing their rich experiences with would-be teachers if educational fora are not organized to enable mentors share the best practices. This situation may result in training of qualified teachers without the desired professional competences, a good panacea for poor teacher performance. None of the sampled mentors (100%) indicated receiving study leave for further studies, a precarious situation which can demotivate mentors. It can be inferred from the observations made so far, that no motivation regimes have been put in place by the stakeholders in the Colleges of Education mentoring programme to inspire mentors give off their best. However, the daunting task of reforming teacher trainees demands appropriate recognition of efforts, contribution as well as sacrifices made on the part of the mentor [6], [7], [34]. Mentors must be adequately rewarded

and appreciated to impact positively on what they do so as to prevent mentor burn out, apathy and nonchalant attitude.

V. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were drawn from the findings of the study:

- The selection criteria for mentors in the basic schools need to be revisited if mentors with the requisite professional competences, experiences and interest are to be selected for the mentoring programme.
- The Colleges of Education need to enhance the training regime of mentors to include skills needed in TLR preparation, selection, and use to guide mentors attain the needed professional competences to impact positively on the trainees they mentor.
- Professional teachers serving as mentors should be adequately motivated and rewarded to ensure high teacher professionalism.
- The colleges of education should have mentor liaison officers who will coordinate pertinent issues relating to mentoring between the partner schools, the mentor and the mentees.

To help address the findings revealed from this study, some recommendations have been suggested. The selection criteria used for selecting mentors to support teacher trainees should take cognizance of the following:

- Head teachers should ensure that teachers selected to mentor teacher trainees possess Professional Education Based (PEB) degrees with the requisite competences.
- Newly posted teachers from Universities and Colleges of Education who do not possess adequate professional experience in teaching should not serve as mentors for mentees.
- Only Teachers who possess high commitment to duty should be selected to mentor teacher trainees to avoid mentor apathy.
- The colleges of education in Ghana should develop a strong policy guideline that indicates the criteria for selection of qualified mentors in the partner schools who can be engaged in mentoring.
- The Colleges of Education must organize training workshops to equip mentors with the requisite skills and professional competences needed for selection, preparation and use of appropriate and relevant TLMs in lesson delivery.
- Selected mentors should be engaged in continuous professional development workshops, in-service training and refresher courses to sharpen their professional skills in mentoring.
- There should be a rigorous training regime to equip mentors with professional knowledge on selected subject specialty skills in teaching the selected subjects in basic schools.

- The training of mentors must equip them with assessment competences needed to set, administer and score items which are core mandates of professionalism in teaching.
- The colleges of education should provide mentors with certificates after mentor training to enable mentors get more credits for teacher license renewal. This is intended to boost mentor morale.
- The stakeholders and policy makers in education should formulate policy drives that seek to encourage mentors go for further studies using the teacher professional mentorship as a basis for the award of study leave with pay as a means to motivate mentors to give off their best.

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