

# Social Studies Teacher-Trainees' Competencies in Supported Teaching in Schools in the Central Region of Ghana

Alexander Kingsford Otoo<sup>1</sup>, Patrick Kwarteng<sup>2</sup>, Isaac Eshun<sup>3</sup>, Anthony Bordoh<sup>3, \*</sup>

<sup>1</sup>Department of Social Sciences, Our Lady of Apostles College of Education, Cape Coast, Ghana

<sup>2</sup>Department of Social Sciences, Wiawso College of Education, Sefwi Wiawso, Ghana

<sup>3</sup>Department of Social Studies Education, University of Education, Winneba, Ghana

## Abstract

This study is a descriptive survey that assessed Social Studies teacher-trainees' competencies in supported teaching in schools in the four-year bachelor of education degree in the Central Region of Ghana. The population for the study consisted of two hundred and seventeen (217) third year Social Studies teacher-trainees' from Foso, and OLA Colleges of Education in the Central Region of Ghana. Probability and non-probability sampling methods (simple, purposive and convenience sampling techniques) were used to select the sample of Districts, Colleges and respondents for the study. The region and districts in which these colleges situated were conveniently selected and the Social Studies teacher-trainees' in these two Colleges were purposively sampled. The main instruments for data collection were questionnaire and observation guide. All the two hundred seventeen final-year teacher-trainees from both Colleges were observed in a classroom setting while they teach during the period of micro-teaching in their various Colleges. Questionnaire was also administered. The study revealed that, trainee- teachers were on track, in preparing lesson notes to ensure systematic teaching, and employed appropriate evaluation procedures to find out the extent of student achievement in a lesson. also, a well-prepared lesson enhanced students' motivation, help focus student learning and decrease classroom management challenges. The study also concluded that, teacher-trainees are able to effectively deliver their lesson. However, they fail to address the last and most important part of teaching and learning where the learners' work are to be assessed for continuation of the lesson or for remedial actions to be taken. It is recommended that, Ministry of Education (MOE), Ghana Education Service (GES) and specifically the Teacher Education Division (TED) of GES as well as the Ghana Tertiary Education Commission (GTEC) should ensure that the policy guidelines on mentorship of the Supported Teaching in School (STS) particularly, the supervisory role of the principals and the lead mentors and implemented.

## Keywords

Social Studies, Teacher-Trainees, Competencies, Supported Teaching in Schools, Ghana

Received: May 23, 2021 / Accepted: July 22, 2021 / Published online: August 23, 2021

@ 2021 The Authors. Published by American Institute of Science. This Open Access article is under the CC BY license.

<http://creativecommons.org/licenses/by/4.0/>

## 1. Introduction and Background

In the past 20 years, there has been numerous minor reforms in teacher education in Ghana, which have had very little impact on children's learning outcomes. The Diploma in

Basic Education (DBE) Curriculum has not adequately responded to the lack of improvement in learning outcomes at the basic school level, and this strengthens the need for reforms in the teacher education sector in Ghana [1]. Teachers play such a critical role in inspiring and challenging students to achieve their potential and that, their preparation and subsequent development require the highest possible

\* Corresponding author

E-mail address: [bordohlity@yahoo.co.uk](mailto:bordohlity@yahoo.co.uk) (A. Bordoh)

standards in knowledge, conduct and practice in their workplace. These standards are concise, written statements of what teachers are expected to know, and be able to do" [2].

The vision for the Bachelor of Education (B.Ed.) curriculum is to transform initial teacher education and secure the training of highly qualified and motivated new teachers who are able to inspire their learners to achieve better outcomes in basic education. The B.Ed. aims to prepare new teachers who are effective, engaging, and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards (NTS). The B.Ed. curriculum will instill in new teachers the nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners [3].

Teacher Education is viewed as an applied professional qualification that requires student teachers to apply the concepts and strategies they are simultaneously learning about in their coursework within practical settings [3]. Supported Teaching in School (STS) lies at the heart of the B.Ed. curriculum. It is through STS that the student teachers apply and develop the skills, knowledge and understanding acquired in their college-based training in schools, and with the support of mentors and link tutors, this calls for assessment [1]. Assessment is the purposeful, systematic and ongoing collection of information for making decisions on students' learning as well as curriculum development, implementation, and evaluation. Assessment is a means to an end and not an end in itself. This principle underscores the point that assessment influences student motivation and learning. The nature of assessment influences what is learned and the degree of meaningful engagement by student in the learning process. It is, therefore, necessary to assess trainee teachers in a manner that will prepare them for the responsibility ahead of them [4]. This implies that, valuation of students is an integral part of teaching and learning in Social Studies in the Colleges of Education in Ghana and is beneficial to both students and tutors if use formatively [5].

The major purpose of this study was to assess the competencies Social Studies Teacher-Trainees' in Supported Teaching in Schools in the Central Region of Ghana. The study sought to answer these research questions - (1) What are the competencies level of trainee-teachers in lesson notes preparation in five (fifth) semester field experience? (2) How are teachers grasping the art of lesson presentation in their four-semester classroom observation and a semester lesson presentation during the field experience? (3) What is the level of teacher-trainees' competencies in class management and control in the five-semester field experience? (4) How are teacher-trainees gaining personal and professional attribute

competencies in the five-semester field experience?

## 2. Review of the Literature

Supported teaching in schools' curriculum builds on the outcomes of the previous year, progressively developing student teachers' skills, knowledge, and understanding of being an effective teacher. This progress is achieved through both College-based training and school-based experience and training; through coursework, practical work, work-based learning, and independent study to improve their competencies on lesson planning, lesson presentation, classroom management and control, and personal and professional attributes

### 2.1. Competence in Lesson Planning

Lesson planning is the title given to the statement of the achievements to be realized and the specific means by which these are to be attained as a result of the activities engaged in day-by-day under the guidance of the teacher. Planning involves having a clear rationale for what we are about, a sense of what we specifically hope to accomplish if our instruction is to be successful, and a clear set of procedures for accomplishing objectives [6, 7]. Essentially, planning can be thought of as a sequential decision-making process that teachers engage in to accomplish instructional objectives [8]. The essential elements in the above views show that lesson planning involves thoughtful decision-making which requires definite processes and procedures; paying attention to the prudent use of instructional time and resources to address the critical needs of learners. Addressing the critical needs of learners' means to link content with the learners' relevant previous knowledge. This also calls for the selection of appropriate content, teaching resources, and the use of appropriate techniques, so that an evaluation can be made. The expectation is that any teacher who incorporates these ideals into their lesson planning will make a good start.

Teaching experience has shown that even with planned lessons, many teachers have often veered off, digressed and engaged in non-instructional matters. One can therefore imagine a situation without a lesson plan. Notably, without a lesson plan, teachers may simply begin a lesson by reading from a textbook. They may discuss the related topic for quite some time before returning to the original lesson. This side discussion may or may not be interesting or important, but it is likely to detract from the clarity of the original lesson. Planning a lesson will among other things:

1. Help to define the objectives of the lesson and specifies the roles of both the teacher and students
2. Makes teaching systematic, orderly and economical

because it serves as a check on the possible waste of time and energy of the teacher and student

3. Helps the teacher to overcome the feeling of nervousness and insecurity
4. Affords the teacher, the opportunity to employ appropriate assessment and evaluation procedures to find out the extent to which lesson objectives are attained [9].

For a lesson plan to be in a written form, it is necessary to indicate the lesson objectives, and take care of individual needs and interests as well as group ideals. It should be flexible and amenable to current innovations, and specify the techniques (methods) to be used in the lesson. Studies have also shown that planning has consequences for both student learning and classroom behaviour [9]. Lesson planning could enhance student motivation, help focus student learning, and decrease classroom management problems. The review of competence in lesson planning has shown that planning a lesson is as important as the delivery itself. Therefore, effective and competent teachers must know how to make good lesson plans. They must also learn how to make adjustments when lesson plans prove to be inappropriate or ineffective. Teachers must consider how to manage and use variety of teaching strategies, (methods) and other resources effectively through meaningful planning of their lessons.

## 2.2. Competence in Lesson Presentation

Lesson presentation is the immediate step after planning and remains the most crucial moment in a teacher's life where his/her teaching competence is scrutinized and assessed. In view of this a teacher must have an in-depth knowledge of the subject matter and a broad knowledge of pedagogical skills. The introduction of a lesson must be interesting and should be capable of stimulating the students to a state of preparedness. Teachers should make use of techniques effectively to achieve the stated objectives [11].

A study on formative assessment techniques tutors use to assess teacher- trainees' learning in Social Studies in colleges of education in Ghana posits that, knowledge is constructed during the learning process and that a student discovers knowledge for him/herself, rather than receiving knowledge, and this inspires the notion of performance-based assessment [12]. Formative Assessment Classroom Techniques (FACTs) is an integral part of teaching and learning; clarifying and sharing learning intentions and criteria for success, and engineer effective classroom discussions and learning tasks. This provides the teacher with a bridge between assessment and teaching as it is an essential way of creating independent, reflective learners who can plan and assess their own progress. This will continue to provide information on the

likely performance of students; to describe strength or weakness and feedback given to students, telling them which items they got correct or wrong. Formative assessment enhances the efficacy of instructional strategies of Social Studies tutors [13].

However, the need for teacher-trainees to have broad knowledge of both the transmission and problem-solving methods of teaching in order to develop their confidence as subject specialists, and at the same time develop their confidence as all-round professional teachers [14]. The author holds the view that, all of these experiences have to be placed in the wider contexts of the life-long professional development of teachers and the processes of school improvement. The author concluded that, every teacher-training programme needs to equip teacher-trainees with the power of self-evaluation in which case, mentoring becomes a good option. Therefore, to achieve systematic classroom instruction, teachers need to direct instruction of new knowledge and skills, provide modelling and demonstration, always structure tasks to suit students' abilities: use cues and motivation and finally, vary teaching techniques to meet the learning style all learners [14].

## 2.3. Competence in Class Management and Control

Class management and control is one major index for measuring the competence of a teacher, therefore anyone who is seen to have what it takes to manage a class very well, among others is said to be a competent teacher. Teachers often lament their inability to manage class control and discipline as major problems experienced by new teachers in their first years of teaching. In spite of a rich knowledge base on classroom management that they learn at the college, as well as the numerous management training programmes, organized for trainees, beginning teachers continue to feel insecure about managing their first classrooms [10].

The fact that beginning teachers continue to have such fears means more than to meet the eye. The major concerns of competent teachers are to create a classroom in which learners can meet their human needs for belonging and achievement. These teachers, in order to accomplish this, try to create an enabling environment to meet students' needs. They make time to meet with pupils, create opportunities for them to write and discuss their feelings and needs in order to address the issue of sense of belongingness, and security. Teachers do this because they want to create a nurturing sense of community in their classroom as a means of enhancing successful achievement [15]. The main issues raised in this aspect of the review has been that, the success of any teacher in managing a class, largely depends on the teacher's appreciation of the psychological and behavioural

backgrounds of the learners; how effectively the teacher assigns appropriate learning tasks to students to keep them active, and how promptly decisions are taken to deal with students' misconducts in class. Effective teachers must be seen to have developed attitudes of tact and flexibility about classroom management because differences exist in every class therefore rules and procedures must often be adjusted to suit different circumstances.

#### 2.4. Competence in Personal and Professional Attributes

The professional attributes of the teacher was the fourth and final index used by this study to measure teacher competence. Physical appearance and Leadership styles per se are not a reflection of the teacher's ability to teach. However, the teacher who is well versed in the subject content, adopts the appropriate pedagogical skills and connects well with the learners is likely to be seen as a competent teacher. Basically, getting the attention of students, enthusiasm, clarity, smooth transitions, timing, variation, interaction, active learning experiences, and closure as typical and very important teaching skills that competent teachers need [15]. The researcher contended that, reflective and competent teachers are not likely to be satisfied with a dull, repetitive, or unresponsive presentation style. Even though the standard set varies from one teacher to the other, most reflective and enterprising teachers are anxious to improve their presentation skills in order to stimulate interest and motivate student achievement [15].

The Professional Knowledge domain of the National Teachers' Standards (NTS) for Ghanaian teachers in initial teacher education institutions focuses on two major sub-divisions, namely Knowledge of Educational Frameworks and Curriculum, and Knowledge of Learners. A teacher who understands Knowledge of Educational Frameworks and Curriculum is expected to:

1. demonstrate familiarity with the education system and the key policies guiding it;
2. have an in-depth knowledge of the school curriculum and the learning outcomes;
3. have a firm grasp of content knowledge (CK) – subject and curriculum knowledge, pedagogical
4. knowledge (PK) and pedagogical content knowledge (PCK);
5. demonstrate understanding of the appropriate curriculum for multi grade classes and have
6. good knowledge of how to teach beginners the four language learning skills (listening, speaking,
7. reading and writing) and numeracy in at least one

Ghanaian Language (in the case of those

8. teachers teaching early grades) [16].

A teacher who has knowledge of learners:

1. understands how children/learners develop and learn in various contexts and uses this in teaching
2. takes into account and respects the varied backgrounds of his/her learners in planning and teaching his/her lessons [16].

Teacher competence in a broader perspective and grouped the qualities that promote competence of professional teachers into three categories as follows: intellectual, social and emotional [17]. To him, the intellectual qualities included the trainee's ability to use his mental faculties effectively for the implementation and solution of teaching-learning tasks and problems. On social qualities, he pointed out those qualities that enhance cordial relationship and interaction with other people. Finally, he said the emotional qualities include the traits, which make people refrain from behaving hysterically either in the face of extreme provocation, or when they find themselves in the quagmire of serious problems or when they are under extreme stress. The belief is that, if teachers are seen manifesting these three qualities in whatever subject or class they may be teaching, they will be regarded as competent [17].

This part of the review has established that the physical appearance of persons do necessarily make a good teacher but rather, the competence in handling the subject content, how they relate with their learners during teaching and outside the classroom, and how they control their emotions in the face of provocation. This means that, in the matter of assessing teacher competence, one need not to look at the physical appearance but rather the totality of the person's intellectual ability, social and emotional dispositions, as well as the enthusiasm and energy levels of the teacher.

### 3. Methodology

Research design for the study was descriptive survey. The targeted population of the study comprised all the final year students who were then in all the 46 public Colleges of Education for (2020-2021) academic year. The accessible population however, was the third year Social Studies teacher-trainees' from Foso, and OLA Colleges of Education in the Central Region of Ghana. This is because these students have been on supported teaching in schools (field experience) for five semesters and a semester micro-teaching during the research period. Two hundred and seventeen (217) trainee-teachers were selected for the study. In order to ensure the representativeness of the sample for the study, the

lists of the final year Social Studies teacher-trainees on field experience from the two Colleges were collected. Probability and non-probability sampling methods (simple random, purposive and convenience sampling techniques) were used to select the sample of districts, colleges and respondents for the study. The region and districts in which these colleges situated were conveniently selected and Social Studies teacher-trainees' in these two colleges were simple randomly and purposively sampled. This is because these are the colleges offering Four-year bachelor of education programme in Social Studies. The main instruments for data collection were questionnaire and observation guide. All the two hundred seventeen final-year teacher-trainees from both colleges were observed in a classroom setting while they teach during the period of micro-teaching in their various colleges. Questionnaire and observation guide were used to collect the data from respondents on the following themes (a) Competence in lessons planning (b) Competence in lesson presentation (c) Competence in class management and control (d) Competence in personal and professional attributes. The questionnaire instrument was designed using the Likert scale elicited responses which range from "Strongly Agree" (SA) to "Strongly Disagree" (SD). The quantitative data entry and analysis was done by using the

SPSS software package (20). The data was edited, coded and analysed into tables, frequencies, percentages with interpretations. The qualitative data was analysed by the use of the interpretative technique based on the themes arrived at during the data collection. The themes were related to the research questions.

## 4. Findings and Discussions

### 4.1. Competency in Lesson Planning

This section of the study sought to ascertain trainee-teachers have mastered the act of lesson notes preparation after they had gone through five (5) semester of theoretical training and field experience. The responses are shown in Table. Teacher-trainees' response to the item one (1) of the questionnaire on how clearly, measurable and achievable are they able to state their lesson objectives, as shown in Table 1; 74 (35%) males strongly agreed that they were able to do so, while 143(65%) of their female counterparts also corroborated the statement. There was no disagreement to the statement, indicating that on the issue of statement of lesson objectives, the respondents have acquired the necessary competence.

**Table 1.** Teacher-trainees' Views on Competency in Lesson Planning.

	Male		Female		Male		Female	
	A		A		D		D	
	N	%	N	%	N	%	N	%
I am able to state clear, measurable and achievable lesson objectives.	74	35	143	65	0	0	0	0
I am able to tailor lessons to suit pupils RPK.	73	34	139	64	5	2	0	0
I can select and prepare adequate and appropriate TLMS.	73	34	135	62	3	1	6	3
I have the ability to plan my lessons in advance.	72	33	138	64	3	1	4	2
I am not able to plan my lessons within the time allocated for each lesson.	15	7	30	14	62	29	110	50
My lessons are now systematic and the steps are clearly related to one another.	75	35	142	65	0	0	0	0

Again, about 73 (34%) of male teacher-trainees' strongly agreed that they were able to prepare their lessons to suit their pupils' relevant previous knowledge, in much the same way that the female teacher-trainees' 126 (58%) strongly agreed to the statement. This shows that when it comes to lesson notes preparation, teacher-trainees had generally mastered the act of lesson planning, stating clear, measurable and achievable objectives. This indeed is a step in the right direction; because the implication is that, teacher-trainees took their academic professional studies seriously. This underscores the fact that lesson objectives define the purpose or the aim for teaching the lesson and therefore must be specific, measureable, achievable, relevant and time-bound [11].

The responses further indicate that majority of the teacher-trainees are able to tailor their lessons to suit the relevant previous knowledge of learners, and to some extent select appropriate teaching/learning materials. Indeed, these facts were confirmed from the observation report where over 76%

of those observed forty-five (45) scored 4 and 4.5 of 1-5 ranking scale with 5 being the highest. When all these are done the right way then the trainee- teachers are said to be on track, because well prepared lesson notes make teaching systematic, orderly and the teacher the opportunity to employ appropriate evaluation procedures to find out the extent of student achievement in a lesson [10]. Finally, a well prepared lesson could enhance student motivation, help focus student learning and decrease classroom management problems as attested [10].

### 4.2. Teacher-trainees' Competence in Lesson Presentation

The study also sought to ascertain if teacher-trainees' have grasped the art of lesson presentation in their four (4) semester classroom observation and a semester lesson presentation during the field experience. Specifically, the use of various techniques or the methodology (the approach)



used in lesson presentation. The responses are presented in Table 2.

**Table 2.** Teacher-trainees' Views on Competency in Lesson Presentation.

	Male		Female		Male		Female	
	A		A		D		D	
	N	%	N	%	N	%	N	%
I am able to use questioning techniques in practical teaching effectively.	74	34	137	63	0	0	6	3
I can now handle pupils' responses carefully and sympathetically.	77	35	140	65	0	0	0	0
I develop teaching strategies on my own initiative and use them when teaching.	66	30	129	60	8	4	14	6
I have developed self-expression in the delivery of lessons.	73	34	135	62	3	1	6	3
I am now more knowledgeable in the subjects that I teach.	72	33	135	62	3	1	7	3
I am capable of delivering lessons suited to the needs and abilities of my pupils.	72	33	129	59	3	1	13	6
I am not able to organize and demonstrate lessons that require practical work.	17	8	34	15	58	27	108	50
I am capable of using TLM s effectively in lesson delivery	73	34	137	63	0	0	7	3
I am now able to sustain the interest of pupils in my lesson.	72	33	135	62	4	2	6	3

From Table 2, it is clear that teacher-trainees' often used questioning techniques in the course of their teaching. The overwhelming majority, especially the females 137 (63%) and 74 (34%) of males affirmed that they used questioning techniques. Only 6 (3%) of the respondents do not use questioning. This shows that lessons delivered by teacher-trainees' during the Out-segment were very interactive and participatory. This is so because in response to the statement "I can now handle pupils' responses carefully and sympathetically", majority of the respondents 77 (35%) males and 140 (65%) females said they agreed to the statements. On the question of whether the teacher-trainee' develop and use their initiated techniques, the majority again responded in the affirmative as 66 (30%) males and 129 (60%) females agreed, while 8 (4%) and 14 (6%) male and female teacher-trainees' disagreed. This shows that some teacher-trainees' learn from the experienced teachers (probably the mentor and copy their methods of teaching).

On the question of whether teacher-trainees' have developed self-expression (verbal and nonverbal) in lesson delivery, out of the two hundred and seventeen (217) teacher-trainees who responded, 73 (34%) males and 135 (62%) females respectively agreed to the statement while 9 (4) respondents disagreed. The inference is that the teacher-trainees' have no standard that they should measure up to so they had to rely on their own initiative and ingenuity to develop their preferred self-expression. The few who disagreed indicated that they learnt from the experiences of others who may be their peers or mentors.

The responses from Table 2, also indicate that teacher-trainees' have developed confidence in teaching the subjects given them. This may be due to the fact that having learnt the various techniques and developed self-expression; they could confidently handle the various topics in class. For instance, 135 (62%) females and 72 (33%) males agreed to the statement, while ten (10) of the respondents disagreed. Because of this, the respondents maintained that they were able to tailor their lessons to suit the needs and abilities of

pupils. This is in tandem that, Formative Assessment Classroom Techniques (FACTs) is an integral part of teaching and learning; clarifying and sharing learning intentions and criteria for success, and engineer effective classroom discussions and learning tasks. This provides the teacher with a bridge between assessment and teaching as it is an essential way of creating independent, reflective learners who can plan and assess their own progress. This will continue to provide information on the likely performance of students; to describe strength or weakness and feedback given to students, telling them which items they got correct or wrong. Formative assessment enhances the efficacy of instructional strategies of Social Studies tutors [13].

As to whether teacher-trainees' were "able to organize and demonstrate lessons that require practical work", 17 (8%) males and 34 (15%) females agreed that they were able to do so. However, the majority 58 (27%) males and 108 (50%) females disagree. The import of these responses is that the teacher-trainees' are not exposed to practical demonstration lessons, and therefore are not used to the procedures involved. Also it may be attributed to the fact that the teacher-trainees' often choose subject/topics for which they can easily use other techniques or for which they do not receive any guidance as to how to conduct practical lessons on. This raises the question on how effective the school-based mentors have been in playing their roles to assist the teacher-trainees' to improve on their teaching competence. This posit that, knowledge is constructed during the learning process and that a student discovers knowledge for him/herself, rather than receiving knowledge, and this inspires the notion of performance-based assessment [12].

On the effective use of teaching and learning resources in teaching, only 7 respondents said they were not able to do so. The majority 73 (34%) and 137 (63%) male and female teacher-trainees', respectively, agreed that they were able to use the resources effectively. This is confirmed and buttressed by the overwhelming acceptance of agreement to the statement; "...Are they able to sustain the interest of

pupils, throughout the lesson” where majority 72 (33%) males and 135 (62%) females agreed that they were able to sustain pupils’ interest in their lessons while only three (3) teacher-trainees’ disagreed.

Finally, on the question of whether teacher-trainees’ “have problems giving class exercises, assignment, test and scoring”, majority of the teacher-trainees’ 72 (33%) males and 135 (62%) females agreed that they had serious problems giving assignments, test and scoring of pupils’ work. About 6 respondents remained undecided while 6(3%) disagreed were the statement. The inference is that, much as teacher-trainees’ are able to effectively deliver their lesson, they fail to address the last and most important part of teaching and learning where the learners’ work are to be assessed for continuation

of the lesson or for remedial actions to be taken. This largely confirms the general lack of appreciation of the fact that failing to give feedback to learners on their performance is as serious as not teaching at all. It also underscores the general lack of supervision and the ineptitude of school-based mentors into the performance of their assigned duties.

### 4.3. Competency in Class Management and Control

The study again, sought to ascertain whether the teacher-trainees’ have gained enough competencies in class management and control in the five (5) semester field experience. See the responses in Table 3.

**Table 3.** Teacher-trainees’ Response on Competency in Class Management and Control.

	Male		Female		Male		Female	
	A		A		D		D	
	N	%	N	%	N	%	N	%
I am able to manage my class well.	17	9	23	10	62	28	115	53
I handle disciplinary problems with ease and hence achieve good class control.	72	33	132	61	4	2	9	4
I am not comfortable when relating with my pupils.	66	30	127	59	9	4	15	7
I am now able to give individual attention to my pupils.	73	34	135	62	3	1	6	3
I have problems in managing and controlling pupils with special needs.	66	30	126	58	9	4	16	8
I now understand and appreciate the conditions under which pupils learn better.	35	16	50	23	42	19	90	42

As shown in Table 3, the majority of the respondent, 62 (28%) males and 115 (53%) females indicated that they are unable to manage and control their classes as expected. However, a sizeable number of them; 17 (9%) and 23 (10%) females maintained that despite the initial fright they now can manage their class effectively. This assertion was corroborated when 72 (33%) males and 132 (61%) females agreed that they can handle disciplinary problems and that they relate well with their pupils because they now understood and appreciated the conditions under which pupils learnt better. In spite of this, many of the teacher-trainees’ agreed that they were not comfortable when relating with their pupils. For instance, 66 (30%) males 127 (59%)

strongly agreed with the statement; “I am not comfortable when relating with my pupils”. This implies that, teacher-trainees’ had difficult in dealing with pupils’ problems during teaching and learning period; class control became the major impediment in their teaching.

### 4.4. Competency in Personal and Professional Attributes

This section of the study also sought to establish whether the teacher-trainees’ had gained or developed some professional teaching competencies in the five (5) semester field experience. It sought to find responses to research question four (4); the responses are shown in Table 4.

**Table 4.** Teacher-trainees’ View on their Personal and Professional Attributes..

	Male		Female		Male		Female	
	A		A		D		D	
	N	%	N	%	N	%	N	%
I do not feel confident when teaching.	72	33	126	58	6	3	13	6
I am encouraged by the comments made by mentors after my teaching.	15	7	21	10	65	30	116	53
I am better placed to participate in decision making about the school.	75	34	126	58	4	2	12	6
I interact freely with colleagues about problems associated with teaching.	56	26	102	47	20	9	39	18
Teaching practice supervision does not help improve problem solving abilities.	72	33	124	57	6	3	15	7

From Table 4 the majority of the teacher-trainee’ expressed their lack of confidence when teaching. This is revealed when 72 (33%) of the male respondents and 126 (58%) of the females agreed to the statement that “I do not feel confident when teaching. Only 6 (3%) male, and 13 (6%) females disagreed; meaning that they had confidence when teaching.

This phenomenon of lack of confidence may be attributed to the fact that teacher-trainees’ length of practice teaching may be relatively short and the fact that the issues of teaching for marks vis-a-vis panel supervised teaching, which forms part of their out-segment programme. Indeed, these fears are confirmed that teachers often lament their inability to manage

class control and discipline as major problems they experienced in their first years of teaching [10].

The analysis of teacher-trainees' responses also shows that most teacher-trainees' were not enthused and encouraged by the perceived damning comments made by their mentors after a practice lesson. For instance, while 65 (30%) males and 116 (53%) females disagreed with the statement; "I am encouraged by the comments made by mentors after my teaching" only 15 (7%) males and 21 (10%) females agree. The inference is that a sizeable number of teacher-trainees' on the contrary welcome whatever comments since they were not qualified teachers yet. This answers research question five (5), that teacher-trainees' attach importance to the comments of their mentors and supervisors.

On participation in decision making about the school, majority of the respondents 201 out of 217 agreed that they actively took part in decision making about their schools. This may be due to the fact that many of the mentors abandon their classes for the teacher-trainees' who have no option than to take up the challenge which comes with decision making. Again, teacher-trainees' agreed that they often interact freely with their colleagues about problems associated with their teaching. Finally, the majority of the teacher-trainees' agreed that teaching practice did not necessarily help improve problem-solving abilities. This is seen when 72 (33%) males and 124 (57%) females agreed with the statement while 6 (3%) males and 15 (7%) females disagreed. What this means is that the teacher-trainees' see teaching practice supervision as one that is stereotype and focused only on teaching skills. Others also thought that it gave room for innovation and therefore led to problem solving. In view of this, the researcher posits that a structured plan of activities be incorporated to enable them to try their problem solving activities.

## 5. Conclusions and Recommendations

Trainee-teachers were on track in preparing lesson notes to ensure systematic teaching. They employed appropriate evaluation procedures to find out the extent of student achievement in lessons. A well-prepared lesson enhanced students' motivation, help them focus on learning and decrease classroom management challenges. Teacher-trainees were able to deliver their lesson, except the most important part of teaching and learning where the learners' work is to be assessed for continuation of the lesson or for remedial actions to be taken. There was general lack of appreciation of the fact that failing to give feedback to learners on their performance is as serious as not teaching at all. Teacher-trainees' had difficulties in classroom engagement, control

and management during the supported teaching and learning process.

It is recommended that, Ministry of Education (MOE), Ghana Education Service (GES) and specifically the Teacher Education Division (TED) of GES as well as the National Teaching Council (NTC) should ensure that the policy guidelines on mentorship of the Supported Teaching in School (STS) particularly, the supervisory role of the principals and the lead mentors are implemented to the latter. It is also recommended that, a structured plan of activities be incorporated in the micro-teaching to enable teacher-trainees in dealing with problem solving activities.

## References

- [1] T-TEL Professional Development Programme (2018). *Four-year bachelor of education degree supported teaching in school (school placement handbook)*. Accra: Ministry of Education.
- [2] T-TEL (2018). *National Teachers' Standards for Ghana: Guidelines*. Ghana: Ministry of Education
- [3] International Task Force on Teachers for Education 2030. (2020) "Teacher Task Force calls to support 63 million teachers touched by the COVID-19 crisis", 27 Mar. 2020.
- [4] T-TEL Professional Development Programme (2017). *Theme 7: Assessing Trainee Teachers: Handbook for Professional Development Coordinators*. Ghana: Ministry of Education.
- [5] Eshun, I., Bordoh, A Bassaw, K. T., & Mensah, F. M. (2014). Evaluation of Social Studies students' learning using formative assessment in selected Colleges of Education in Ghana. *British Journal of Education*, 2 (1), 39-48,
- [6] Aggarwal, J. C. (1982). *Teaching social studies*. Delhi: Vikas Publishing House.
- [7] Martorella, P. H (2001). *Teaching social studies in middle and secondary schools*. (3<sup>rd</sup> ed.) Englewood Cliffs. NJ: Prentice-Hall.
- [8] Moore, L. L. (2003). *Leadership in the cooperative extension system: An examination of leadership styles and skills of state directors and administrators*. Published doctoral dissertation, University of Florida, Gainesville.
- [9] Ayaaba D., Odumah, L., & Ngaaso, C. (2010). *Instructional guide for the basic social studies teacher: The institute educational development and extension*. Winneba: University of Education.
- [10] Arends, R. I. (1991). *Learning to teach* (3<sup>rd</sup> ed.). New York: McGraw Hill, Inc.
- [11] Tamakloe, E. K. Atta, E. T., & Amedahe, F. K (1996). *Principles & methods of teaching*. Accra: Black Mask Ltd.
- [12] Bekoe, S. O., Eshun, I., & Bordoh, A. (2013). Formative assessment techniques tutors use to assess teacher-trainees' learning in social studies in colleges of education in Ghana. *Research on Humanities and Social Sciences*, 3 (4), 20-30.



- [13] Bordoh, A. Eshun, I., & Bassaw, K. T. (2013). Social Studies tutors' cognition in formative assessment in colleges of education in Ghana. *Developing country studies*, 3 (11), 1-11.
- [14] Husbands, C. (1995). Learning teaching in schools: Students, teachers and higher education in a school-based teacher education programme. Griffiths, V. & Owen P. (Ed). *Schools in partnership*. London: Paul Chapman publishing Ltd.
- [15] Eby, J. W. (1992). *Reflective planning teaching and evaluation for the elementary school*. New York: Macmillan.
- [16] T-TEL Professional Development Programme (2016). *Theme 6: National teachers' and teacher education curriculum framework (professional development guide for tutors)*. Accra: Ministry of Education.
- [17] Tamakloe, E. K. (1997). *An evaluation of the national conference on teacher education, 1986*. Accra: Ghana Universities Press.