

# Perceived Challenges Faced By Student-Teachers (Prospective Teachers) From Universities and Colleges in Ghana during Off-Campus Teaching Practice

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## Abstract

The study explored perceived challenges faced by student-teachers during the off-campus teaching practice. A descriptive survey design was adopted for the study. The population for the study was all the student-teachers (300, 350, and 400 levels) from College of Education (Regular), University (Regular), University (Sandwich), and other modes of education. However, 135 student-teachers were randomly and conveniently sampled for data collection. The instrument used for the study was an adapted questionnaire. The instrument was validated from an expert perspective. Data to answer research questions were analysed using the means and standard deviations. The study found that student-teachers do not have personal challenges during their teaching practices. The study found that student-teachers do not have supervisory challenges during their teaching practices. The study also revealed that student-teachers do not face major challenges from their practicing schools during their teaching practices. It is recommended that Colleges of Education, Teacher Continuous Professional Development of the Universities, as well as Ghana Education Service should organise periodic workshops for student-teachers and in-service teachers on the selection of appropriate TLMs for various lessons.

**Keywords:** Student-teachers, teaching practice, challenges, off-campus.

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## INTRODUCTION

Practice teaching is one of the vital requirements for becoming a teacher. Through teaching practice, experiences are provided to student-teachers in the actual teaching and learning environment. During off-campus teaching practice, a student-teacher is allowed to attempt the art of teaching before getting into the real world of the teaching profession. Student-teachers also know the value of teaching practice and they perceive it as an important aspect of their preparation for the teaching profession since it provides for the real interface between student cover and membership in the profession (Ranjan, 2013). The National Policy on Education (2004) highlighted the purpose of teacher education to include producing highly efficient classroom teachers for all levels of our educational system. For teachers to teach competently and efficiently, they must be adequately exposed to both the academic (theoretical) and practical aspects of teaching. Teaching today is an invaluable asset to society. Teaching is a process through which a teacher

applies his/her knowledge of the learners, subject matter, and methodology to help an individual learn. Ogunmosunle as cited in Agusiobo and Udegbe (2002) said that teaching is the use of educational knowledge, methods, and space to educate whoever desires to be educated. It involves direct contact between the teacher and the learner. It is a complex variety of mutual activities undertaken by both (the teacher and the learner) to promote learning. Teachers in society are thought to be agents of change as they are central to the delivery of quality education. Quality teachers are the greatest determinant of student achievement, and their impact is greater than any other social factors, including class size, parent education, and income and language background (National Commission on Teaching and America's Future, NCTAF, 1997).

Teachers play an important role in shaping the future of individuals as well as of entire generations. They can also influence the economic dynamism of the country by imparting skills that translate into innovation

and productivity in the workplace (Goldhaber & Anthony, 2004). Because of the current changing and challenging world, teachers should be provided with a range of skills, knowledge, attitudes, and relevant educational experience that enable them to cope with the challenge. According to Grossman, Hammerness, and McDonald (2009), teaching practice is challenging for student-teachers. However, it has been revealed that greater attention to this aspect of teacher education is evident in recent literature (Reid, 2011). The expectations of student-teachers and classroom realities are different (Yildiz, Gecikli, & Yesilyurt, 2016). Ball and Forzani (2009) highlighted that teacher education should prioritize the clinical aspect of teaching, they said that “to make practice the core of the curriculum of teacher education requires a shift from a focus on what teachers know and believe to a greater focus on what teachers do” (p. 503). Considering a scenario, Grossman *et al.*, (2009) pointed out, that empirical evidence is needed to fully understand how access to various aspects and types of practices both support and hamper the development of prospective teachers about their teaching skills.

To handle the new needs in the teaching and learning process, teacher education has tried to adjust itself. Marais and Meir (2004) observed that even though university and college lecturers (tutors) value teaching practice because it bridges gaps that exist between theory and practice. They further postulated that student-teachers sometimes found it difficult to relate subject content to everyday classroom practice and real-life situations. A study by Brouwer and Korthagen (2005) confirmed the role of the teaching practice/practicum in the overall advancement of competent teachers. This study highlighted the need for teacher preparation to support new teacher inquiry to help teacher candidates use problem-solving approaches when they face day-to-day challenges in school, the classroom, and during supervision.

### Statement of Problem

During off-campus teaching practice, student-teachers are allowed to try the art of teaching before getting into the real world of the teaching profession. Despite the practical relevance and purpose of the off-campus teaching practice exercise in the teacher preparation programme, several challenges seem to hinder the optimal awareness of its objectives in the professional growth of students in training. However, numerous student-teachers get agitated about entering the classrooms to take up teaching tasks in an unfamiliar environment. Kiggundu and Nayimuli (2009) posited those mixed feelings can contribute to the making or discouraging of a student-teacher. Likewise, some supervision experiences, revealed that student-teachers face some challenges during teaching practices which include planning lessons, lack of teaching and learning materials, learners’ attitudes, balancing the different learning needs of learners, and

classroom management. It is based on this backdrop that We are focusing on investigating the various challenges faced by student-teachers during off-campus teaching practice.

### Purpose of the Study

The purpose of the study was to explore perceived challenges faced by student-teachers during the off-campus teaching practice. However, the study specifically sought to:

1. Examine personal-related challenges faced by student-teachers during off-campus teaching practice.
2. Explore supervision-related challenges faced by student-teachers during off-campus teaching practice.
3. Examine challenges that student-teachers face emanating from practicing schools during off-campus teaching practice.

### Research Questions

The specific questions that We wanted to answer in addressing the problem under study were:

1. What are the personal-related challenges faced by student-teachers during teaching practice?
2. What are the supervision-related challenges faced by student-teachers during teaching practice?
3. What are the challenges that student-teachers face emanating from practicing schools during teaching practice?

## LITERATURE REVIEW

### Empirical Review

Teaching practice has been assisting student-teachers (prospective teachers) to strike a balance between their expectations and reality at the school and the classroom level. It is, therefore, imperative to consider a close interaction among universities, colleges, schools, student-teachers, and students beyond teaching practice. This would be essential to increase mutual familiarity that would aid in addressing the surprise element of challenges faced by the student-teachers. Several studies have been conducted by authorities, scholars, and researchers on purposes that relate directly to our purpose. First, Sarocobana (2010) carried out a study to scrutinize the potential problems student-teachers encounter during their practicum studies and suggest ways to cope with them. To warrant valid and reliable data, intern teachers (n=59 from public primary schools; n=39 from secondary schools; n=12 from Public High School, and n=8 from Public Anatolian High School), at the end of their intern teacher’s practicum studies. The researcher administered a questionnaire adapted from Yanok (2008:131). The items on the questionnaire were modified by the researcher, edited, and approved by a team of experts in the field. The study’s primary questions were lack of support in terms of materials and equipment; problems resulting from the course book,

problems resulting from the students, problems resulting from the curriculum, and problems resulting from the classroom environment. The study found that most of the problems take place due to the lack of mainly audio-visual materials, other supplementary materials needed, pronunciation, translation, reading, speaking, and writing activities. It was also revealed that overcrowded classrooms and sitting arrangements impede the effectiveness of foreign language instruction. Generally, the methodology was good however, the findings were not detailed enough to address the general purpose creating a lot of gaps. These gaps include relationship problems with regular teachers and supervisors.

Similarly, Okobia, Ogumogu, and Osagie (2013) in a study investigated the challenges faced by student-teachers during a teaching practice exercise. We adopted a survey design for the study. A simple random technique was used to select 200 students from levels 300 and 400 who have participated in the teaching practice exercise in the 2010/2011 session. A four-Likert scale with 21 items titled “Questionnaire on Challenges during Teaching Practice Exercise (QCTP)” was used for data collection. Two research questions and one hypothesis were formulated to guide the study. The data collected were analysed using the mean statistics and the t-test of independent samples. The study revealed that 15 out of the 21 items were perceived by the majority of student-teachers as major challenges faced during a teaching practice exercise. These include lack of accommodation during the teaching practice programme; lack of instructional materials and resources in schools; inadequate teaching practice orientation before the commencement of teaching practice exercise; poor interpersonal relationships between faculty supervisors and student-teachers during supervision etc. Also, it was found that school location did not influence the challenges faced by student-teachers. The study was comprehensive and explored numerous aspects of challenges that our study sought to consider to fix controversies and contradictory findings.

According to Msangya, Mkoma, and Yihuan, (2016), education is the key to development; however, it is impossible to think about the quality of education without having academically qualified and professionally responsible teachers. In the study, they examine the perspectives of undergraduate student-teachers toward teaching practice experience as a tool of learning to teach. A qualitative research methods approach using semi-structured questionnaires was used. The sample was made up of 351 second and third-year undergraduate student-teachers in the department of education of the Faculty of Science at the Sokoine University of Agriculture. The findings indicate that the student-teachers perceived teaching practice as an important tool of learning to teach because it promoted the development of teaching experience and prepared

them for the real world of work. The findings also revealed that teaching practice is sufficiently emphasised and lack of financial support and the mismatch of the teaching practice period with the local secondary school calendar were the main challenges. Considering the second finding prompt another dimension of challenges.

Likewise, Ebrahim, Eyadat, and Alshammari (2017) conducted a study with the primary purpose as investigate challenges in teaching practice from pre-service teachers’ perspectives. A questionnaire with two domains was developed as follows: school and management; and design and implementation of lessons were used. A random sample of 128 senior students who attended the student training program was chosen as the unit of analysis. Results of the study indicated that challenges related to school and management were high primarily in the following two areas: a large number of students in the classroom followed by school principals not interested in accepting pre-service teachers in their schools. Regarding the design and implementation of lessons, challenges were high in the following three areas: teaching competence requirements were not clear during teaching practice followed by the fact pre-service teachers do not know laws or regulations related to teaching practice, and finally inadequacy of the training period related to design and implementation of lessons. The study revealed that there are no significant differences between gender and specialization in the identified challenges. Their study explores the identified challenges from two perspectives and deployed an appropriate sample size that is recommendable for generalisation.

Finally, Mahmood and Iqbal (2018) in a study investigated the challenges faced by prospective teachers during teaching practice. The study adopted a mixed method. The sample of the study comprised 34 prospective teachers enrolled in the final semester of B.Ed. (Hons.) programme at the University of the Punjab and the University of Gujrat. The prospective teachers were trained in using student-centered pedagogies in teaching practice. The findings revealed that there was a noticeable transformation in the use of teaching methods other than the lecture method in their classroom. The major challenges included dealing with poor physical infrastructure, scarce and underused academic resources, inflexibility in classroom arrangement, the non-professional attitude of school administration, and trying out innovation without challenging the prevailing school norms. Although, the findings are prudent for our study caution should be taken since the sample size is deemed not appropriate for generalisation. Overall, these studies were found prudent to facilitate the discussion of our study’s findings/results.

## Theoretical Framework

The study was supported by the constructivism learning theory put forward by numerous scholars including Piaget (1972); Bruner (1990); Dewey (1998). It is based on the idea that students create their learning based on their previous experiences. Mascol and Fischer (2005) posited that Constructivism is that knowledge that arises through a process of active construction from a philosophical and scientific perspective. Similarly, Brooks (1999) said that Constructivism is the study of learning about how we all make sense of our world, and that has not changed. Constructivism and Social Constructivism are two similar learning theories that share many underlying assumptions, and an interpretive epistemological position. Jonassen (1994) proposed that there are eight characteristics that underline the constructivist learning environments and are applicable to both perspectives: Constructivist learning environments provide multiple representations of reality; Multiple representations avoid oversimplification and represent the complexity of the real world; Constructivist learning environments emphasize knowledge construction inserted of knowledge reproduction; Constructivist learning environments emphasize authentic tasks in a meaningful context rather than abstract instruction out of context; Constructivist learning environments provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction; Constructivist learning environments encourage thoughtful reflection on experience; Constructivist learning environments "enable context- and content- dependent knowledge construction"; and Constructivist learning environments support "collaborative construction of knowledge through social negotiation, not competition among learners for recognition." The theory, therefore, prompts how students take what they are being taught and add it to their previous knowledge and experiences, creating a reality that is unique to them and student-teachers are

no exception. We can utilise constructivism to help understand each student-teacher's way of discharging their experiences and knowledge during teaching practice to aid them to combat their challenges.

## RESEARCH METHODS

We used a descriptive survey design for the study. The design was deemed appropriate because the study involved the collection of data from student-teachers on the various challenges they faced during the off-campus teaching practice. Polit and Beck (2004) avowed that a descriptive survey is considered suitable because of its high degree of representativeness and the ease with which a researcher could obtain respondents' views. The population for the study was all the student-teachers (300, 350, and 400 levels) from College of Education (Regular), University (Regular), University (Sandwich), and other modes of education. However, 135 student-teachers were randomly and conveniently sampled for data collection. The instrument used for the study was an adapted questionnaire with two sections, A and B. Section A sought to obtain background data (gender, age range, and mode of education) of student-teachers (respondents), while Section B sought to collect data on challenges faced by student-teachers on three themes. Section B was made up of 76 items on the four-Likert Scale of Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), and Strongly Disagree (D = 1). The instrument was validated from an expert perspective. Data to answer research questions were analysed using the means and standard deviations. A mean value of 2.5 was used as the cut-off point (test mean), so any items that have a mean of 2.5 and above were considered a challenge faced by student-teachers.

## RESULTS

Research question 1: *What are the personal-related challenges faced by student-teachers during teaching practice?*

**Table 1: Personal-Related Challenges**

Statement	Mean	Std. Dev
I find it difficult to conform to the rules of the school of practice	1.785	1.102
I was faced with an accommodation problem	2.185	1.235
I am unable to co-operate with the regular teachers	1.644	0.981
I do not get involved in extracurricular activities	1.904	1.145
I am unable to master the subject matter	1.556	0.936
I am unable to utilize instructional materials appropriately	1.756	1.040
It was sometimes difficult to control my class during my lesson presentation	1.763	1.016
I am unable to apply appropriate teaching skills	1.674	0.937
I find it difficult to prepare a scheme of work and lesson notes	1.644	0.981
I find it difficult to prepare items for assignments, exercises, and class test	1.637	0.919
I am unable to prepare to mark rubrics for the test	1.896	1.088
I find it difficult to mark assignments, exercises, and class test	1.637	0.997
I am unable to improvise instructional materials	1.896	0.964
I am not always confident in my lesson delivery	1.563	0.967
My class is not always interesting	1.785	1.018
I only prepare my lesson notes for supervision	1.793	1.140

Statement	Mean	Std. Dev
I am unable to sustain students' interest for longer lesson durations	1.793	1.037
I sometimes have to go to class with my own marker/chalk and duster	2.119	1.246
Some topics are difficult for me to teach	2.163	1.016
I am sometimes unable to answer students' questions	1.756	0.996
I sometimes have to assume an authoritarian posture to make students comply	2.281	1.083
I sometimes have to delay my lesson because some supervisors were late	2.119	1.146
I find it difficult to use a variety of methods to sustain students' interest for longer lesson duration	1.904	1.043
I am sometimes unable to prepare my lesson plan before going to class	1.815	1.009
I sometimes have to rush to prepare my lesson plan before going to class	1.970	1.085
I am not always enthusiastic about teaching	1.807	1.011
I only read what is in the syllabus and recommended textbooks	2.022	1.116
It is difficult to find TLMs for some topics I taught	2.719	1.097
I have to call the class down all the time during my presentation	1.859	0.924
I always use the lecture method because I am very well prepared	1.978	1.082
I sometimes went to class without a TLM	2.244	1.096
<b>Mean of means/SD</b>	<b>1.892</b>	<b>1.047</b>

Table 1 revealed that the majority of the respondents disagreed that they are unable to master the subject matter (Mean = 1.556, SD = 0.936). Again, the majority of the respondents disagreed that they are not always confident in my lesson delivery (Mean = 1.563, SD = 0.967). The majority of the respondents disagreed with the statement "I find it difficult to prepare items for assignments, exercises, and class tests" (Mean = 1.637, SD = 0.919). Likewise, the majority of the respondents disagreed with the statement "I find it difficult to prepare a scheme of work and lesson notes" (Mean = 1.644, SD = 0.981). Also, the majority of the respondents disagreed that they are unable to apply

appropriate teaching skills (Mean = 1.674, SD = 0.937). However, the majority of the respondents agreed with only one statement relating to personal challenges "It is difficult to find TLMs for some topics I taught" (Mean = 2.719, SD = 1.097). The table revealed that the majority of the respondents disagreed that they have personal challenges during their teaching practices (Mean of means = 1.892, SD = 1.047).

Research question 2: *What are the supervision-related challenges faced by student-teachers during teaching practice?*

**Table 2: Supervision-Related Challenges**

Statement	Mean	Std. Dev.
The supervisors spent only a few minutes in my class	1.970	1.072
Supervisors are impatient to go through the lesson notes	1.704	0.993
There is a lack of cordial relationship between some supervisors and I	1.681	0.990
Some supervisors do not give me sufficient feedback on my performance to enable me to make corrections	1.889	1.063
Some supervisors do not supervise me at all	1.607	1.023
Some supervisors insist that I teach even when I do not have a lesson	2.030	1.079
Some supervisors are reluctant to visit our school because of its location	2.111	1.214
Some supervisors do not listen to anything I want to say in my defense	1.904	1.152
Some supervisors mark my lesson plan but do not observe my lesson	1.681	1.070
Some supervisors do not make available to me the Form B after supervision	1.867	1.138
Some supervisors are more concerned about my teaching than my lesson plan	2.104	1.095
Some supervisors complained that my lesson plans are too detailed	1.859	1.080
Some supervisors fail to explain their comments indicated in my lesson plan	1.881	1.051
Some supervisors criticize my lesson but do not provide any direction for improvement	1.770	1.029
Some supervisors' directives on my lesson plan run contrary to what I was taught	2.096	1.112
Some supervisors are unapproachable and hostile	1.904	1.126
The intimidating nature of some supervisors makes me tense during lesson delivery	2.000	1.126
Some students are deliberately mischievous in the presence of my supervisor	2.200	1.078
The presence of supervisors sometimes makes me uncomfortable	2.074	1.104
I always have to plead with students to behave before my supervision commenced	2.007	1.136
Some supervisors tell me I have already failed the practice	1.533	0.937
Some supervisors' assessment does not give any new ideas	1.830	1.041

Statement	Mean	Std. Dev.
Some supervisors requested that I change my school because the location is inaccessible	1.867	1.125
My team leader always had to call supervisors before they visited our school	1.844	1.092
Some external supervisors interact with my mentor about my teaching	2.133	1.125
Some supervisors make very harsh comments about my delivery	1.874	1.082
Some supervisors are always late for my lesson	1.859	1.009
<b>Mean of means/SD</b>	<b>1.900</b>	<b>1.079</b>

Table 2 shows that the majority of the respondents disagreed that some supervisors tell them they have already failed the practice (Mean = 1.533, SD = 0.937). Also, the majority of the respondents disagreed that some supervisors do not supervise them at all (Mean = 1.607, SD = 1.023). The majority of the respondents disagreed with the statement "There is a lack of cordial relationship between some supervisors and me" (Mean = 1.681, SD = 0.990). Likewise, the majority of the respondents disagreed with the statement "Some supervisors mark my lesson plan but do not observe my lesson" (Mean = 1.681, SD = 1.070).

Also, the majority of the respondents disagreed that some supervisors criticize their lessons but do not provide them any direction for improvement (Mean = 1.770, SD = 1.029). The table clearly shows that the majority of the respondents disagreed that they have supervisory challenges during their teaching practices (Mean of means = 1.900, SD = 1.079).

Research question 3: *What are the challenges that student-teachers face emanating from practicing schools during teaching practice?*

**Table 3: Challenges from Practicing Schools**

Statement	Mean	Std. Dev.
There was no official school introduction by the lead mentor	1.793	1.080
My lessons sometimes clashed with other lessons	1.867	1.064
I am unable to use the discussion method because the students are not cooperative	1.785	0.995
My mentor does not monitor my progress at all after handing over the class	1.993	1.162
The school teachers do not make me feel like I am a part of the school community	1.733	1.080
There are no clear disciplinary actions for students' misbehavior	2.074	1.207
I am assigned demanding school tasks that make it difficult for me to prepare my lesson plan on time	1.800	1.013
The school library does not have the recommended textbooks	2.733	1.229
My mentor always interfered and makes interjections in my class	1.741	0.977
Some of the school teachers are hostile	2.059	1.049
The sitting arrangement impedes the effectiveness of my lesson	2.200	1.158
My mentor sometimes complains that my teaching pace is slow	1.830	1.011
Some students are loud, uncooperative, and disruptive in class	2.444	1.124
Some students always make me upset in the classroom	2.015	0.954
My mentor does not believe I am capable of handling the class	1.689	0.942
Some students misbehave because they do not consider me a permanent teacher	2.067	1.154
My mentor is sometimes hostile and uncooperative	1.756	0.988
My practice school lacks the needed teaching equipment	2.600	1.198
<b>Mean of means/SD</b>	<b>2.010</b>	<b>1.077</b>

Table 3 revealed that the majority of the respondents disagreed that their mentors do not believe they are capable of handling the class (Mean = 1.689, SD = 0.942). Again, the majority of the respondents disagreed that the school teachers do not make them feel like they are part of the school community (Mean = 1.733, SD = 1.080). The majority of the respondents disagreed that their mentors always interfered and make interjections in their class (Mean = 1.741, SD = 0.977). Similarly, the majority of the respondents disagreed that their mentors are sometimes hostile and uncooperative (Mean = 1.756, SD = 0.988). Also, the majority of the respondents disagreed that they are unable to use the discussion method because the students are not cooperative (Mean = 1.785, SD = 0.995). However, the

majority of the respondents agreed that the school library does not have the recommended textbooks (Mean = 2.733, SD = 1.229). The table revealed that the majority of the respondents disagreed that they have challenges from the practicing school during their teaching practices (Mean of means = 2.010, SD = 1.077).

## DISCUSSION

### Personal-Related Challenges

The study found that student-teachers do not have personal challenges during their teaching practices. However, the only personal challenge they face is that they find it difficult to find TLMs for some

topics they teach. The findings disagree with Okobia, Ogumogu, and Osagie (2013) revealed that student-teachers major challenges faced during a teaching practice exercise include lack of accommodation during the teaching practice programme; lack of instructional materials and resources in schools; inadequate teaching practice orientation before the commencement of teaching practice exercise. However, the findings conform with Sarocobana (2010) who found that most of the problems take place due to the lack of mainly audio-visual materials, other supplementary materials needed, pronunciation, translation, reading, speaking, and writing activities. The variations in the findings are perhaps the differences in geographical settings and respondents' personalities and levels of thinking. The reason is applicable in the subsequent findings.

### Supervision-Related Challenges

The study found that student-teachers do not have supervisory challenges during their teaching practices. The findings disconfirm Okobia, Ogumogu, and Osagie (2013) revealed that student-teachers major challenges faced during a teaching practice exercise include poor interpersonal relationships between faculty supervisors and student-teachers during supervision, etc. Similarly, the findings disagree with the findings of Ebrahim, Eyadat, and Alshammari (2017), teaching competence requirements were not clear during teaching practice followed by the fact pre-service teachers do not know laws or regulations related to teaching practice, and finally inadequacy of the training period related to design and implementation of lessons.

### Challenges from Practicing Schools

The study also revealed that student-teachers do not face major challenges from their practicing schools during their teaching practices. Their only challenge is that their various school libraries do not have the recommended textbooks. The findings disagreed with Msangya, Mkoma, and Yihuan, (2016) who revealed that teaching practice is sufficiently emphasised and lack of financial support and the mismatch of the teaching practice period with the local secondary school calendar were the main challenges. Likewise, the findings confirm Mahmood and Iqbal (2018) who found that the major challenges included dealing with poor physical infrastructure, scarce and underused academic resources, inflexibility in classroom arrangement, the non-professional attitude of school administration, and trying out innovation without challenging the prevailing school norms.

### CONCLUSIONS

It was concluded based on the findings that good measures were put in place to guide student-teachers during the teaching practice at various levels about personal, supervisory, and practicing school levels. Besides, these good measures, student-teachers still find it difficult to find TLMs for some topics they teach. Moreover, it could be concluded that various

school libraries do not have the recommended textbooks which turn to affect research, teaching, and learning enhancement. The results also suggest that student-teachers are comfortable and as a result are likely to put in their best during the teaching practice period. Finally, it is required of student-teachers to get feedback from their supervisors so they may accept mistakes and make improvements. Without sufficient training of the human resources who would disseminate the information, obtaining a high-quality education would be a mirage. This necessitates the thoughtful evaluation of the prescribed approaches to be used in resolving the difficulties that student-teachers encounter.

### RECOMMENDATIONS

1. It is recommended that Colleges of Education, Teacher Continuous Professional Development of the Universities, as well as Ghana Education Service should organise periodic workshops for student-teachers and in-service teachers on the selection of appropriate TLMs for various lessons.
2. To allow effective and efficient teaching and learning, suitable curricular guidelines, facilities, and reference resources like textbooks, etc. should be made available. Consequently, there is a need that student-teachers to be assigned to excellent institutions with favourable learning environments.
3. Schools and colleges should liaise with key stakeholders and non-governmental organisations to support building the book and resource capacity of their libraries and learning centres.

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