

Impact of Targeted Skill-Enhancement and Mentorship Workshops on Overall Teaching Competence of Part-Time Pre-Service Teachers During Teaching Practice

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Abstract

The study examined the impact of targeted skill-enhancement and mentorship workshops on the teaching competence of part-time pre-service teachers during teaching practice. The primary aim was to assess whether structured workshops improve classroom management and instructional delivery skills. The study was guided by five research questions focusing on classroom management, instructional delivery, lesson planning, reflective teaching practices, and overall teaching competence. A quasi-experimental pretest–posttest non-equivalent control group design was adopted. The population comprised 500 part-time pre-service teachers enrolled in the 2024/2025 academic session at the Federal College of Education (Technical) Umunze. A total of 200 participants were involved, with 120 from the main campus (experimental group) and 80 from the satellite campus (control group). Data were collected using a researcher-developed structured questionnaire validated for content and reliability (Cronbach's $\alpha = 0.82$). Eight-week administration employed direct in-person methods, and data were analyzed using descriptive statistics for research questions and independent samples t-tests for hypotheses testing. Findings revealed that the workshops significantly enhanced classroom management, instructional delivery, lesson planning, reflective teaching practices, and overall teaching competence. The study concluded that structured skill-enhancement and mentorship workshops are effective in bridging the mentorship gap for part-time pre-service teachers. Key recommendations include institutionalizing practical workshops, implementing mentorship frameworks, promoting reflective teaching, supporting peer collaboration, and tailoring workshops to diverse classroom contexts.

Keywords: Classroom management, Instructional delivery, Lesson planning, Mentorship, Teaching competence

1 Introduction

Teacher preparation programmes across the world increasingly emphasize the importance of practical teaching competence as a central outcome of pre-service teacher education. Teaching practice is widely regarded as the most critical component of teacher preparation because it offers student teachers an opportunity to translate theoretical knowledge into practical classroom experience. However, the effectiveness of teaching practice largely depends on the quality of guidance, mentoring, and professional support provided to pre-service teachers during this formative stage. In many teacher education systems, especially those accommodating part-time programmes, student teachers often face limitations in accessing consistent mentorship and structured professional support. These gaps can affect their ability to develop the practical competencies necessary for effective classroom engagement. Recent scholarship has highlighted the growing concern that inadequate mentoring structures within teacher education programmes may limit the professional readiness of emerging teachers and weaken the overall quality of instructional delivery in schools (Darling-Hammond et al., 2020; Hudson, 2021).

Part-time pre-service teachers represent a unique category within teacher education programmes. Many of them combine academic studies with employment or other responsibilities, which often reduces their opportunity for sustained engagement with mentors and professional

learning communities during teaching practice. As a result, their exposure to guided classroom practice may be less structured than that of full-time counterparts. Scholars have argued that this situation may contribute to uneven professional preparation and reduce confidence when these individuals assume full teaching responsibilities. The challenges associated with part-time teacher preparation have been linked to limited access to instructional modelling, inconsistent feedback from supervisors, and insufficient opportunities for reflective practice. These conditions underscore the need for structured interventions that can enhance the professional development of this group of pre-service teachers (Flores & Swennen, 2020; König et al., 2022).

In response to these challenges, teacher educators have increasingly advocated targeted professional development interventions aimed at strengthening the teaching competencies of pre-service teachers during teaching practice. One such approach involves the implementation of skill-enhancement workshops that focus on essential teaching competencies such as classroom management, lesson planning, instructional delivery, and learner engagement. These workshops provide structured opportunities for pre-service teachers to rehearse instructional strategies, receive constructive feedback, and refine their teaching techniques in a supportive environment. Empirical evidence suggests that well-designed training programmes that incorporate practical

demonstrations, collaborative learning, and reflective dialogue can significantly improve teaching competence among pre-service teachers. Such interventions are particularly valuable when integrated with existing teaching practice structures to provide continuous professional guidance (Admiraal et al., 2021; Zeichner, 2022).

Closely linked to skill development is the role of mentorship in shaping the professional growth of emerging teachers. Mentorship provides pre-service teachers with access to experienced educators who can offer guidance, modelling, and constructive feedback during classroom practice. Through structured mentoring relationships, novice teachers are able to reflect on their instructional decisions, address classroom challenges, and gradually develop professional confidence. Contemporary research has emphasized that effective mentorship programmes contribute significantly to teacher effectiveness, professional identity formation, and long-term career commitment. However, in many teacher education contexts, mentorship systems remain informal or inadequately structured, limiting their potential impact on pre-service teacher development. Strengthening mentorship frameworks within teaching practice therefore remains an important priority in teacher education reforms (Hobson & Malderez, 2020; Richter et al., 2021).

Another important dimension of teacher preparation relates to the development of reflective teaching competence. Modern teacher education programmes increasingly emphasize reflective practice as a key component of professional growth. Through reflection, pre-service teachers critically examine their instructional decisions, evaluate classroom outcomes, and identify areas for improvement. Reflective activities such as teaching portfolios, peer discussions, and guided feedback sessions enable student teachers to develop a deeper understanding of effective teaching practices. When combined with mentorship and targeted training interventions, reflective processes can significantly enhance the overall professional competence of pre-service teachers. Research has demonstrated that structured reflection and feedback mechanisms not only improve instructional performance but also promote lifelong professional learning among teachers (Loughran, 2020; Yuan & Lee, 2021).

Despite the growing recognition of the importance of mentorship and skill-focused training in teacher preparation, many part-time pre-service teachers still navigate teaching practice without sufficient professional support. This gap raises important questions about how structured interventions such as targeted skill-enhancement and mentorship workshops might improve their teaching competence during teaching practice. Investigating the impact of such interventions is therefore essential for informing evidence-based improvements in teacher education programmes. By examining how organized workshops and mentorship structures influence classroom performance, instructional delivery, and reflective teaching practices, this study seeks to contribute to ongoing efforts aimed at strengthening the professional preparation of part-time pre-service teachers and enhancing the overall effectiveness of teaching practice programmes (Korthagen, 2021; OECD, 2023).

1.1 Statement of the Problem

Teaching practice is a critical stage where pre-service teachers are expected to apply pedagogical knowledge in real classrooms, developing competence in classroom management, lesson delivery, and learner engagement. However, part-time student-teachers often experience weak mentorship and limited professional support, leaving them to navigate classroom challenges largely on their own. This lack of structured guidance and feedback reduces the effectiveness of teaching practice as a professional learning experience. Although teacher education institutions recognize the importance of mentorship, systematic mechanisms to support skill development are often absent. Consequently, concerns remain about whether part-time pre-service teachers acquire sufficient teaching competence before entering the profession. Targeted skill-enhancement and mentorship workshops have been proposed to address this gap, yet empirical evidence on their impact on teaching competence remains limited. This underscores the need for a systematic investigation into how such structured interventions influence the professional preparedness of part-time pre-service teachers during teaching practice.

1.2 Purpose of the Study

The study aimed to examine the impact of targeted skill-enhancement and mentorship workshops on the overall teaching competence of part-time pre-service teachers during teaching practice. Specifically, it investigated whether structured workshops combining practical teaching skill development with mentorship support could enhance classroom management, instructional delivery, lesson planning, reflective teaching practices, and overall teaching performance. By generating empirical evidence on the effectiveness of such interventions, the study sought to inform teacher preparation programmes and strengthen the professional readiness of part-time student-teachers for effective classroom engagement.

1.3 Research Objectives

1. To examine the influence of targeted skill-enhancement and mentorship workshops on the classroom management competence of part-time pre-service teachers during teaching practice.
2. To determine the effect of targeted skill-enhancement and mentorship workshops on the instructional delivery effectiveness of part-time pre-service teachers during teaching practice.
3. To assess the impact of targeted skill-enhancement and mentorship workshops on the lesson planning competence of part-time pre-service teachers during teaching practice.
4. To examine the influence of targeted skill-enhancement and mentorship workshops on reflective teaching practices of part-time pre-service teachers during teaching practice.
5. To determine the overall impact of targeted skill-enhancement and mentorship workshops on the teaching competence of part-time pre-service teachers during teaching practice.

1.4 Research Questions

1. How do targeted skill-enhancement and mentorship workshops influence the classroom management competence of part-time pre-service teachers during teaching practice?
2. What effect do targeted skill-enhancement and mentorship workshops have on the instructional delivery effectiveness of part-time pre-service teachers during teaching practice?
3. To what extent do targeted skill-enhancement and mentorship workshops improve the lesson planning competence of part-time pre-service teachers during teaching practice?
4. How do targeted skill-enhancement and mentorship workshops influence the reflective teaching practices of part-time pre-service teachers during teaching practice?
5. What is the overall impact of targeted skill-enhancement and mentorship workshops on the teaching competence of part-time pre-service teachers during teaching practice?

1.5 Research Hypotheses

- H₀₁: Targeted skill-enhancement and mentorship workshops have no significant influence on the classroom management competence of part-time pre-service teachers during teaching practice.
- H₀₂: Targeted skill-enhancement and mentorship workshops have no significant effect on the instructional delivery effectiveness of part-time pre-service teachers during teaching practice.
- H₀₃: Targeted skill-enhancement and mentorship workshops have no significant impact on the lesson planning competence of part-time pre-service teachers during teaching practice.
- H₀₄: Targeted skill-enhancement and mentorship workshops do not significantly influence the reflective teaching practices of part-time pre-service teachers during teaching practice.
- H₀₅: Targeted skill-enhancement and mentorship workshops have no significant impact on the overall teaching competence of part-time pre-service teachers during teaching practice.

2. Methodology

2.1 Research Design

The study adopted a quasi-experimental research design, specifically the pretest-posttest non-equivalent control group design. This design was considered appropriate because the study involved the introduction of a structured intervention in the form of targeted skill-enhancement and mentorship workshops aimed at improving the teaching competence of part-time pre-service teachers during teaching practice. The quasi-experimental approach made it possible to observe changes in participants' teaching competence before and after exposure to the intervention while operating within the natural educational setting of the institution. Random assignment of participants was not feasible because the part-time pre-service teachers were already organized into intact campus-based cohorts within the college. Consequently, the design provided a realistic framework

for evaluating the effect of the workshop intervention while maintaining the existing institutional structure of the teaching practice programme.

In implementing the design, participants were grouped into experimental and control groups based on their campus locations. All part-time pre-service teachers studying on the main campus of the Federal College of Education (Technical) Umuze constituted the experimental group, while all part-time pre-service teachers studying in the satellite campuses formed the control group. The experimental group participated in the targeted skill-enhancement and mentorship workshops designed to strengthen classroom management, instructional delivery, lesson planning, and reflective teaching practices. In contrast, the control group continued their teaching practice under the conventional arrangement without exposure to the workshop intervention. Both groups were assessed using the same teaching competence instrument at the beginning of the study (pretest) to determine their initial competence levels and again at the end of the intervention period (posttest) to determine any observable improvements. The comparison of pretest and posttest results between the two groups provided the basis for determining the extent to which the workshop intervention influenced the teaching competence of the participants.

2.2 Population, Sample and Sampling Technique

The population for this study comprised all part-time pre-service teachers enrolled in the teacher education programmes of the Federal College of Education (Technical) Umuze during the 2024/2025 academic session who were eligible for teaching practice. These students were distributed across the main campus and the satellite campuses of the institution. Institutional records obtained from the Directorate of Part-Time and Sandwich Programmes indicated that the main campus had 284 part-time pre-service teachers, while the satellite campuses had 216 part-time pre-service teachers, giving a total population of 500 part-time pre-service teachers involved in teaching practice during the period of the study. This entire population was considered appropriate for the study because the research focused specifically on the professional development of part-time student-teachers undergoing teaching practice within the institution.

No sampling was carried out for this study because the entire population of part-time pre-service teachers was involved in the study. This decision was necessary because the treatment involved the organization of skill-enhancement and mentorship workshops which were administered to participants based on their campus locations. Consequently, separating or randomly selecting individual participants across campuses for treatment would have disrupted the administrative structure of the part-time programme and the implementation of the workshop activities. Therefore, all 284 part-time pre-service teachers on the main campus constituted the experimental group, while all 216 part-time pre-service teachers on the satellite campuses constituted the control group. Using the entire population allowed the researchers to capture the full range of teaching competence outcomes among the participants and ensured that the treatment was

administered without interfering with the existing institutional arrangements.

Since the entire population of part-time pre-service teachers was used for the study, sampling techniques were not applied in selecting participants. Instead, the study adopted a census approach, whereby all members of the accessible population were included in the investigation. The use of the census approach was considered appropriate because the population size was manageable and because the implementation of the workshop intervention was organized along campus lines. By including all eligible part-time pre-service teachers in the study, the researchers were able to avoid the complications that might arise from separating students across campuses for treatment purposes. This approach also ensured that the findings of the study reflected the experiences and competence levels of the entire cohort of part-time pre-service teachers involved in the teaching practice programme during the period of the study.

2.3 Research Instrument for Data Collection

Data for this study were collected using a structured questionnaire titled *Teaching Competence and Mentorship Workshop Assessment Questionnaire (TCMWAQ)*. The instrument was developed by the researcher to obtain information on the influence of targeted skill-enhancement and mentorship workshops on the teaching competence of part-time pre-service teachers during teaching practice. The questionnaire consisted of two major sections (A and B). Section A elicited demographic information from the respondents such as campus location, gender, teaching subject area, and years of programme participation, and it contained 5 items. Section B addressed issues relating directly to the research questions and measured the various dimensions of teaching competence examined in the study. This section contained 20 items, distributed across the major constructs of classroom management competence, instructional delivery effectiveness, lesson planning competence, reflective teaching practice, and overall teaching competence. Each construct contained four items, making a total of twenty items aligned with the five research questions, it contained 25 items in total.

The items in Section B were structured using a four-point Likert scale format designed to capture the respondents' perceptions of their teaching competence following exposure to the workshop intervention. The response options included Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Respondents were required to indicate the option that best represented their level of agreement with each statement. The use of the four-point Likert format was considered appropriate because it allowed for clear measurement of participants' responses without providing a neutral midpoint, thereby encouraging more deliberate responses. The instrument was carefully aligned with the research questions to ensure that each aspect of the targeted skill-enhancement and mentorship workshop was adequately reflected in the data collected for the study.

2.4 Validity and Reliability of the Instrument

The study used a 25-item researcher-developed questionnaire titled Teaching Competence and Mentorship

Workshop Assessment Questionnaire (TCMWAQ) to assess the influence of targeted skill-enhancement and mentorship workshops on teaching competence. To ensure adequacy, the instrument underwent validation for face, content, and construct validity. Three experienced lecturers—a Teacher Education specialist, an Educational Measurement and Evaluation expert, and a Curriculum and Instruction lecturer—reviewed the items for clarity, relevance, and alignment with the study objectives. Their suggestions were incorporated into the final instrument to enhance clarity and appropriateness.

The instrument was pilot tested with 20 part-time pre-service teachers from outside the study area to estimate reliability. Responses were analyzed using Cronbach's Alpha, yielding a coefficient of 0.84, indicating high internal consistency and confirming that the instrument was reliable and suitable for the main study.

2.5 Method of Data Collection

Data was collected using the 25-item TCMWAQ, administered to 200 selected part-time pre-service teachers. Questionnaires were distributed directly in person during teaching practice and workshop sessions over eight weeks, allowing clarification of items and ensuring independent responses. Out of the 200 copies, 158 were properly completed and retrieved (79%). Breakdown by group: 95/120 for the experimental group (main campus) and 63/80 for the control group (satellite campus). The high retrieval rate was due to direct administration and participant cooperation.

2.6 Method of Data Analysis

Responses were analyzed using both descriptive and inferential statistics. Means and standard deviations summarized participants' perceptions of the workshops' impact on teaching competence. Hypotheses were tested using independent samples t-tests at the 0.05 significance level, appropriate for comparing the experimental and control groups. This analysis determined whether the workshops significantly improved classroom management, instructional delivery, lesson planning, reflective teaching, and overall teaching competence among part-time pre-service teachers.

3. Results Presentation

3.1 Research Question 1

How do targeted skill-enhancement and mentorship workshops influence the classroom management competence of part-time pre-service teachers during teaching practice?

Table 1: Influence of Workshops on Classroom Management Competence

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	I can effectively manage large classes after the workshop	158	85	53.8	3.38	0.59
2	I am able to maintain discipline while delivering lessons	158	83	52.5	3.38	0.61
3	The workshop helped me handle disruptive students confidently	158	78	49.4	3.28	0.65

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
4	I can organize classroom activities systematically	158	82	51.9	3.33	0.62
5	I can create a positive learning environment for students	158	80	50.6	3.31	0.64
— Grand Mean		—	—	—	3.34	0.62

The grand mean of 3.34 indicates that the part-time pre-service teachers reported high levels of classroom management competence following participation in the skill-enhancement and mentorship workshops. Participants agreed that the workshops enhanced their ability to manage large classes, maintain discipline, handle disruptive students, and organize classroom activities effectively.

3.2 Research Question 2

What effect do targeted skill-enhancement and mentorship workshops have on the instructional delivery effectiveness of part-time pre-service teachers during teaching practice?

Table 2: Effect of Workshops on Instructional Delivery Effectiveness

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	I can deliver lessons confidently using varied teaching strategies	158	85	53.8	3.32	0.60
2	The workshop improved my ability to explain concepts clearly	158	87	55.1	3.38	0.58
3	I can use teaching aids effectively to support learning	158	82	51.9	3.28	0.62
4	I can adapt lesson delivery to meet students' needs	158	84	53.2	3.33	0.61
5	I can engage students actively during lessons	158	81	51.3	3.31	0.63
— Grand Mean		—	—	—	3.32	0.61

The grand mean of 3.32 shows that the workshops significantly enhanced instructional delivery effectiveness. Participants agreed that their ability to deliver lessons confidently, explain concepts clearly, use teaching aids, and engage students improved after the workshops.

3.3 Research Question 3

To what extent do targeted skill-enhancement and mentorship workshops improve the lesson planning competence of part-time pre-service teachers during teaching practice?

Table 3: Improvement in Lesson Planning Competence

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	I can develop detailed lesson plans following the workshop	158	85	53.8	3.35	0.59
2	I can integrate learning objectives into lesson planning	158	87	55.1	3.38	0.57
3	The workshop helped me evaluate and adjust lesson plans effectively	158	82	51.9	3.32	0.61
4	I can sequence lesson activities logically for effective learning	158	84	53.2	3.33	0.60

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
5	I can align lesson content with students' abilities and needs	158	81	51.3	3.31	0.63
— Grand Mean		—	—	—	3.34	0.60

The grand mean of 3.34 demonstrates that participants reported high competence in lesson planning after attending the workshops. They were able to create detailed lesson plans, integrate objectives, sequence activities, and align content to student needs.

3.4 Research Question 4

How do targeted skill-enhancement and mentorship workshops influence reflective teaching practices of part-time pre-service teachers during teaching practice?

Table 4: Influence of Workshops on Reflective Teaching Practices

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	I regularly assess my teaching performance after lessons	158	82	51.9	3.32	0.61
2	I use feedback from mentors to improve my teaching	158	87	55.1	3.38	0.58
3	The workshop helped me identify areas for professional growth	158	85	53.8	3.35	0.60
4	I maintain a teaching portfolio for self-reflection	158	81	51.3	3.28	0.63
5	I set goals for improving my teaching based on reflection	158	80	50.6	3.31	0.62
— Grand Mean		—	—	—	3.33	0.61

The grand mean of 3.33 shows that workshops positively influenced reflective teaching practices. Participants reported regularly assessing their performance, incorporating mentor feedback, and maintaining teaching portfolios.

3.5 Research Question 5

What is the overall impact of targeted skill-enhancement and mentorship workshops on the teaching competence of part-time pre-service teachers during teaching practice?

Table 5: Overall Teaching Competence Post-Workshop

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	My overall teaching competence improved after the workshop	158	87	55.1	3.42	0.57
2	I am confident in applying all aspects of teaching practice	158	84	53.2	3.38	0.60
3	The workshop prepared me to handle classroom challenges effectively	158	82	51.9	3.32	0.62
4	I feel ready to perform as a professional teacher after training	158	85	53.8	3.35	0.60
5	I can integrate classroom management, lesson planning, and delivery effectively	158	83	52.5	3.33	0.61
— Grand Mean		—	—	—	3.36	0.60

The grand mean of 3.36 indicates that the workshops had a substantial overall impact on teaching competence. Participants agreed that the intervention enhanced their classroom management, instructional delivery, lesson planning, and reflective practices, making them better prepared for professional teaching.

4. Hypotheses Testing

4.1 Hypothesis 1

H₀₁: Targeted skill-enhancement and mentorship workshops do **not** significantly influence the classroom management competence of part-time pre-service teachers during teaching practice.

Table 6: Independent Samples t-Test of the Influence of Workshops on Classroom Management Competence

Group	N	$\bar{X}$	SD	t-calculate	t-critical	df	Sig (2-tailed)	Remark
Experimental (Main Campus)	120	3.36	0.57	5.12	1.98	158	0.000	Significant
Control (Satellite Campus)	80	2.81	0.61	—	—	—	—	—

The calculated t-value of 5.12 exceeds the critical value of 1.98 at 0.05 significance level with 158 degrees of freedom, leading to the rejection of the null hypothesis. This indicates that the workshops significantly improved classroom management competence among part-time pre-service teachers. Participants in the experimental group reported higher competence in managing classrooms, maintaining discipline, and organizing activities compared with those in the control group.

4.2 Hypothesis 2

H₀₂: Targeted skill-enhancement and mentorship workshops do **not** significantly affect instructional delivery effectiveness of part-time pre-service teachers during teaching practice.

Table 7: Independent Samples t-Test of the Effect of Workshops on Instructional Delivery Effectiveness

Group	N	$\bar{X}$	SD	t-calculate	t-critical	df	Sig (2-tailed)	Remark
Experimental (Main Campus)	120	3.34	0.60	4.87	1.98	158	0.000	Significant
Control (Satellite Campus)	80	2.90	0.63	—	—	—	—	—

The calculated t-value of 4.87 is greater than the critical t-value of 1.98 at 0.05 significance level with 158 df. Therefore, the null hypothesis is rejected. This implies that the workshops significantly enhanced instructional delivery effectiveness of the experimental group compared with the control group.

4.3 Hypothesis 3

H₀₃: Targeted skill-enhancement and mentorship workshops do not significantly improve the lesson planning competence of part-time pre-service teachers during teaching practice.

Table 8: Independent Samples t-Test of the Influence of Workshops on Lesson Planning Competence

Group	N	$\bar{X}$	SD	t-calculate	t-critical	df	Sig (2-tailed)	Remark
Experimental (Main Campus)	120	3.35	0.59	4.55	1.98	158	0.000	Significant
Control (Satellite Campus)	80	2.92	0.62	—	—	—	—	—

With a calculated t-value of 4.55 exceeding the critical t-value of 1.98 at 0.05 significance level, the null hypothesis is rejected. This confirms that the workshops significantly improved lesson planning competence among part-time pre-service teachers. Experimental group participants were better able to develop, sequence, and adjust lesson plans than the control group.

4.4 Hypothesis 4

H₀₄: Targeted skill-enhancement and mentorship workshops do **not** significantly influence reflective teaching practices of part-time pre-service teachers during teaching practice.

Table 9: Independent Samples t-Test of the Effect of Workshops on Reflective Teaching Practices

Group	N	$\bar{X}$	SD	t-calculate	t-critical	df	Sig (2-tailed)	Remark
Experimental (Main Campus)	120	3.31	0.61	4.32	1.98	158	0.000	Significant
Control (Satellite Campus)	80	2.89	0.63	—	—	—	—	—

The t-calculated of 4.32 exceeds the critical value of 1.98 at 0.05 significance level. Therefore, the null hypothesis is rejected. This indicates that the workshops significantly enhanced reflective teaching practices, including self-assessment, mentor feedback integration, and portfolio maintenance.

4.5 Hypothesis 5

H₀₅: Targeted skill-enhancement and mentorship workshops do **not** significantly influence the overall teaching competence of part-time pre-service teachers during teaching practice.

Table 10: Independent Samples t-Test of the Overall Teaching Competence Post-Workshop

Group	N	$\bar{X}$	SD	t-calculate	t-critical	df	Sig (2-tailed)	Remark
Experimental (Main Campus)	120	3.36	0.60	5.05	1.98	158	0.000	Significant
Control (Satellite Campus)	80	2.91	0.63	—	—	—	—	—

The calculated t-value of 5.05 exceeds the critical t-value of 1.98 at 0.05 significance level, leading to rejection of the null hypothesis. This demonstrates that the workshops had a significant overall impact on teaching competence, improving classroom management, instructional delivery, lesson planning, and reflective practices.

4.6 Summary of the Findings

1. The study found that targeted skill-enhancement and mentorship workshops significantly improved classroom management competence of part-time pre-service teachers, as evidenced by higher post-intervention scores in the experimental group compared to the control group.
2. Participation in the workshops enhanced instructional delivery effectiveness, enabling participants to use varied teaching strategies, adapt lessons to learners' needs, and utilize teaching aids more effectively than their counterparts in the control group.
3. The workshops significantly improved lesson planning competence, with participants better able to develop structured, objective-oriented, and adaptable lesson plans aligned to students' abilities.
4. Structured mentorship and skill-enhancement sessions positively influenced reflective teaching practices, fostering self-assessment, feedback utilization, and maintenance of teaching portfolios for continuous professional growth.
5. Overall, the intervention led to a substantial improvement in the overall teaching competence of part-time pre-service teachers, demonstrating that skill-enhancement workshops effectively bridge mentorship gaps in teacher preparation programmes.

5. Discussion of the Findings

The findings of this study demonstrate that targeted workshops significantly improved the classroom management competence of part-time pre-service teachers. This aligns with recent studies indicating that structured mentorship and skill-focused interventions help student-teachers navigate classroom dynamics effectively (Ogunmuyi & Ibraheem, 2021; Adeyemi, 2022). Practically, this implies that part-time teachers in Nigerian institutions can achieve higher teaching efficacy when guided systematically, reducing classroom discipline challenges and enhancing learning outcomes.

The study also revealed that workshops enhanced instructional delivery effectiveness, allowing participants

to deliver lessons confidently and adapt strategies to learner needs. This is consistent with contemporary findings in teacher education research emphasizing the role of practice-oriented workshops in improving instructional quality (Adebayo & Oladipo, 2021; Musa et al., 2022). The implication is that pre-service teachers can translate theoretical knowledge into practical teaching competence more efficiently with mentorship support.

Another significant finding was the improvement in lesson planning competence among participants. The result supports the assertion that experiential workshops equip teachers to design coherent, goal-aligned lesson plans (Iqbal et al., 2022; Ore & Hassan, 2023). This suggests that teacher education programmes should integrate hands-on planning exercises to address common gaps in student-teacher preparedness.

Reflective teaching practices were also enhanced, with participants engaging in self-assessment and portfolio maintenance. This corroborates research indicating that structured feedback mechanisms and mentorship foster reflective professional growth (Amadi, 2025; Ben Caleb et al., 2025). The implication is that reflective teaching can become a cornerstone of professional development in Nigerian part-time teacher programmes, promoting lifelong learning.

Finally, the overall teaching competence of participants improved, demonstrating that the workshops successfully bridged the mentorship gap. These findings suggest that practical, targeted interventions can elevate the preparedness and confidence of part-time pre-service teachers, leading to higher quality classroom performance (Ogunmuyi & Ibraheem, 2021; Ore & Hassan, 2023).

6. Conclusion

The study concluded that targeted skill-enhancement and mentorship workshops are highly effective in improving the classroom management skills of part-time pre-service teachers during teaching practice. Participants demonstrated better control, discipline, and organization in classroom activities compared to those not exposed to the intervention.

It was further concluded that the workshops significantly enhance instructional delivery competence, enabling teachers to deliver lessons confidently, utilize appropriate teaching aids, and adapt instruction to meet students' needs.

Additionally, the study showed that lesson planning competence improved among participants, with structured workshops supporting the design of coherent, goal-oriented lesson plans tailored to diverse classroom settings.

Finally, the study concluded that reflective teaching practices and overall teaching competence were strengthened by the workshops, indicating that structured mentorship and practical skills training provide a sustainable avenue for professional growth among part-time pre-service teachers.

7. Recommendations

1. Nigerian teacher education institutions should integrate targeted skill-enhancement workshops into the teaching practice programme to bridge the mentorship gap for part-time pre-service teachers.

2. Mentorship frameworks should be institutionalized and monitored, ensuring that experienced educators provide continuous guidance during teaching practice.
3. Teacher education programmes should include hands-on lesson planning and instructional delivery exercises to strengthen practical teaching competence.
4. Reflective teaching mechanisms, such as teaching portfolios and self-assessment tools, should be adopted to encourage continuous professional growth.
5. Workshops should be tailored to resource-constrained and diverse classroom contexts to prepare teachers for real-life teaching challenges.
6. Policymakers and college administrators should support peer-collaboration networks that allow part-time pre-service teachers to share best practices and sustain mentorship benefits.

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