

UNIVERSITY OF EDUCATION, WINNEBA

**AN EXAMINATION OF NON SPECIALIST SUPERVISORS IN THE
SUPERVISION OF PHYSICAL EDUCATION STUDENTS IN THE COLLEGES
OF EDUCATION**

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**A DISSERTATION IN THE DEPARTMENT OF HEALTH, PHYSICAL
EDUCATION, RECREATION AND SPORTS, FACULTY OF SCIENCE
EDUCATION, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES,
UNIVERSITY OF EDUCATION, WINNEBA IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF THE MASTER OF EDUCATION
DEGREE IN PHYSICAL EDUCATION**

DECEMBER, 2015

DECLARATION

Student's Declaration

I, Kweku Victory, hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere

Signature

Date

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision on of dissertation laid down by the University Of Education, Winneba

Supervisor's Name: Dr. Patrick B. Akuffo

Signature

Date.....

ACKNOWLEDGMENT

I owe a debt of gratitude to a number of people without whose assistance this work would not have seen its present shape. I wish to thank my supervisor Dr. Patrick B. Akuffo of the department of HPERS, University Of Education, Winneba, who painstakingly read through the manuscript and made very useful suggestions and constructive criticism at every stage

Finally my thanks also go to my course mates, colleagues and others. It will be difficult to enumerate all your names but in diverse ways, you contributed to the shaping of this work.



DEDICATION

I dedicate this work to my mum Veronica Brew and Brothers Micheal Brown, Fakyee Neahmaa and my wife to be Ackah Lily



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ABSTRACT

This study examined the participation of non-specialist supervisors in the supervision of physical education students in the colleges of education. The study sought to find out, difference that may exist between specialist mentors and non-specialist supervisors in supervising. The impact of the teaching practice supervision on student-teachers and the challenges faced by student-teachers during the teaching practice supervision. The study adopted an interpretive phenomenological methodology using a case study approach. Purposive sampling was used to select fifty respondents. A questionnaire was used to collect data which were analysed into themes by the researcher. The study revealed that student-teachers generally were dissatisfied with the teaching practice supervision due to the inconsistencies and discriminations they perceived in it and also the general pedagogy employed. Again, on the issues of impact of the supervision, respondents expressed mixed feelings. Finally, the study revealed that student-teachers faced a number of difficulties one of which was the difficulty in getting the actual supervisors to assess them considering subject area. Based on the findings, it was recommended that the teaching practice unit should see to it that the right strategies for supervision were to be used by supervisors. Regarding the issue of being supervised by non-subject-specialists, the teaching practice unit should ensure that supervisors who are sent for supervisions have enough knowledge of the subject-matter of the field of study.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to Bailey (2010), Supervision may be seen as a ‘protected’ relationship that aims to develop the mentee from apprenticeship to independence. It places particular emphasis on being friendly and approachable in order to build rapport and encourage reflection from the mentee. It emphasizes the importance of listening actively and questioning appropriately, whilst offering the right amount of challenge and support to the mentee.

Iredale and Schoch (2010), offer an interesting and concise definition of how they see the role of the supervisors and discuss the fact that part of the role is to encourage trainees to challenge assumptions. Achinstein and Athanases (2005) also state that trainees should be encouraged to question beliefs and assumptions and not just to accept. They found that the process of supervision was described in roles, for example, the role of guide, support worker and information giver. However, they also outlined that there is the role that involves emotional support and guidance that seems to be implicit in the role of a supervisor and the importance of a veteran teacher who understands the needs of the students they teach. In education, supervision is a complex, multidimensional process of guiding, teaching, influencing and supporting student teachers. Supervising in teacher education involves complex personal interactions.

Although the above skills and aptitudes are essential for supervisors, so too is the importance of subject knowledge. Several authors have considered the role of the subject Specialist supervisor (SSS) and their significance to mentee. Capel (2003:p.133) gives an

interesting insight into the role which is usually concerned with developing student subject knowledge, skills and application', the importance of subject supervisors in supporting and helping students to reach appropriate standards and competencies within their subject specialization. Rothera et al (1991) also make a useful observation about the role of subject supervision: ...in subject supervision a crucial difference must be appreciated between technical expertise and process, since the supervisor's repertoire of knowledge, attitudes and skills encompass both esoteric subject matter content on the one hand, and teaching and learning method on the other hand. In other words the "subject supervisor" plays the complementary roles of subject matter specialist and education consultant.

In some instances the trainee can become the 'protégé' of the mentor (Clutterbuck, 2004), a subject specialist protégé, in which case the need for a Subject Specialist Supervisor becomes more important. Issues that include guidance on subject-related problems, technical experience, awareness of developments in subject knowledge and the ability to suggest more appropriate teaching methods were cited as being particularly useful. Likewise the course member and subject supervisor's speak the same language [and]...there is an opportunity for subject member and course member to share knowledge and experience' (Rothera et al, 1991: p. 131)The importance of appropriate support for subject specialist development was reviewed by Ofsted (2003) and stated that the majority of mentee's courses did not include subject specialist pedagogy to ensure that mentors had the specific skills and knowledge they need to teach their subjects.

Hankey (2004), discussed how supervisors who were subject specialists in the same subject as the trainee teacher were often reported as being especially helpful. In particular

SSSs were seen as: ‘...knowing how to pitch a subject at the appropriate level for different groups of learners, and having ready questions, examples and anecdotes.. She argued that these are all aspects of professional practice that novice teachers find problematic which is precisely where a good supervisor can provide advice and subject specialist resources.

Similarly, Keeley-Brown (2007), asserts that the Specialist Subject Supervisor's role is an important one and that supervisors should be qualified and experienced subject specialist teachers who are prepared to spend time with trainees taking responsibility for their professional development.‘Trainee teachers at this novice stage of development are exposed to focus mainly on acquiring the skills and knowledge that they perceive expert teachers to possess, rather than focusing on the complex process of their students’ learning.(Hankey, 2004: p. 394).

1.2 Statement of the problem

Teaching practice in schools has been considered the most important part of the teacher education programme and for that matter this field experience needs to be supported by stake holders (Ekiz, 2006). These stake holders include the college supervisor, school principal and co-operating teachers who at point play crucial roles of preparing the student-teacher to perform the duties and responsibilities of the formal teacher (Albasheer et al, 2008). In Ghana, teacher education also appears not to be bad at all. The preparation of the student-teacher is under the guidance of supervisors or co-operating teachers who facilitate and monitor the growth of the student-teacher. However, just as these supervisors perform their duties during teaching practice, they come under some criticism.

. The objective of teaching practice is to assist student teachers to develop appropriate teaching skills, techniques and dispositions to teaching. The supervision is done mostly by tutors who have little knowledge of physical education. It has been observed or realized by many educators that this mode has failed to prepare student-teachers (mentees) to exhibit effective teaching skills, techniques and right disposition towards teaching resulting in poor student performance in schools. Realizing this deficiency in the teacher preparation process there is an urgent need to focus on the quality of teaching of physical education by student-teachers from Colleges of Education to the total development of basic school children. Physical education is an important subject in Colleges of Education curriculum, however the issues associated with poor teaching of physical education teachers and supervision of prospective physical education teachers have made it important to examine the challenges existing in physical education programmes and the need to streamline the supervising process of the student internship programme administered by College of Education in Ghana.

1.3 Purpose of the study

The purpose of this study was to examine the participation of non specialist supervisors in the supervision of physical education students at the colleges of education.

1.4 Research Questions

The following three research questions were answered in this study:

1. How do student teachers view supervisory practice during teaching practice?
2. What is the impact of supervision on student-teachers during teaching practice?

3. How do student teachers perceive the mode of supervision during teaching practice?

1.5 Significance of the Study

The findings of this study are likely to provide insight that would be of great use to students studying physical education at Junior high school level.

The findings of the research work might serve as a base for further research; the findings may also impact supervisory practice during teaching practice for physical education.

The results of the research might be used to re-design programme to lessen the mentees concerns during teaching practice and enhance their professional development.

The recommendations responding the concerns of mentees will guide the centre for teacher development and action research in their planning of teaching practice.

1.6 Delimitation of the study

The study was delimited to;

Six Colleges of Education in Ghana. A total sample of fifty non specialist supervisors. This is due to inadequate materials, availability of time. The findings could not therefore assume to cover all the Colleges. It could have been better to extend my research to the rest of the Colleges.

1.7 Limitations of the study

The major problem faced in the presentation of this work was how to source for credible material for presentation of the project work because there is no good library in the District. The researcher has to travel always to seek for information.

Since respondents know that they are being studied, the information provided may not be valid as far as the respondents may wish to impress or please the Researcher. Again, the willingness or ability to reply can also pose a problem. For instance the length of the questionnaire, the type and/or motivation of the respondent, the type of questionnaire items, the time of day and place, and whether respondents were informed to expect the survey may all influence the response rate.

1.8 Operational/ Definition of Terms

- 1. Supervision:** is the process of helping a student teacher from his or her present skill level to a skill level needed to capably carry out complex decisions and behaviours of teaching /physical education.
- 2. Mentors::** they are in-in-service teachers in the partnership schools and colleges who supervise mentees' work and aid them in their professional development.
- 3. Mentees/interns::** Students-teachers on teaching practice.
- 4. Internship:** refers to one year teaching practice.
- 5. Supervisor:** refers to the college tutor who assess the work of mentees during teaching practice

CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of this research was to examine the Participation of non-specialist supervisors in the supervision of physical education students in the colleges of education

This chapter discusses relevant literature under the following sub-headings

1. Student Teachers view on Supervision during Teaching Practice
2. The Impact of Supervision on Student-Teachers during Teaching Practice
3. The Mode of Supervision during Teaching Practice
4. Training of P.E Teachers in the Colleges

2.1 Student Teachers view on Supervision during Teaching Practice

Perceptions of student-teachers on teaching practice supervision Studies on student-teachers perceptions on Teaching Practice Supervision (TPS) are limited. However, few literatures have made some contribution on the term supervision (Anderson, 1982 & Slick, 1997). Goldsberry (1988) defines supervision as an organizational responsibility and function focused upon the assessment and refinement of current practices (Cited in Bailey, 2006). Furthermore, Hawkins and Shohet (1989) define supervision from the perspective of student-teachers as a space to explore practice, build theory, feel the atmosphere of teaching, and illustrate how to act while teaching (Cited in Soykurt, 2010). Thus, to Hawkins and Shohet (1989) student-teachers viewed the teaching practice supervision as an avenue not only to demonstrate the theory into practice in the presence of a supervisor but also to seek for clarification and guidance from either the college

supervisor or co-operating teacher. Yaman (2013), in his study carefully examined the perception of student-teachers on teacher education in general. He posited that, student-teachers saw teaching practices supervision as; helping pre-service teachers in the process of practicum, directing teaching experiences, sharing ideas on the whole teaching process, finding solutions to difficulties encountered while teaching, observing student-teachers while teaching, providing feedback on the teaching and, evaluating student-teachers. Thus these student-teachers saw teaching practice supervision from the constructivist perspective. To them the supervision serves as an avenue for facilitating student-teachers on learning how to teach. Research on Humanities and Social Sciences www.iiste.org ISSN (Paper) 2224-5766 ISSN (Online) 2225-0484 (Online) Vol.4, No.16, 2014 what the supervisors would be assessing. All the student teachers stated that they were not briefed about supervision or any other issues regarding teaching practice (Ong'ondo & Borg, 2011). Further studies done by educational scholars on supervision revealed that, supervision always made student-teachers alert and prepared them for any subsequent supervision (Charles, Kimutai & Zachariah 2012; Ong'ondo & Borg 2011). Thus student-teachers who were exposed to unannounced supervisory visits were always on the guard for supervision with their various resources during supervision at their disposal. For instance these student-teachers always prepared their lesson in order to please their supervisor as much as possible. Fayn (2007) study also revealed that one impact teaching practice supervision had on student-teachers was the improvement in performance by student-teachers in their subsequent lesson. To Fayn, student-teachers were able to see growth in their teaching during the practicum since they had a supervisor to guide them. The challenges faced by student teachers during teaching practice

supervision Teaching practice to some extent goes beyond just knowing what to teach and how to teach it all out. Rosemary, Richard, & Ngara, (2013) supports this assertion by stating that the purpose of teaching practice is to develop several competencies in the student-teacher which include; interpersonal, pedagogical, intercultural and psychological competencies. However, despite the thorough preparation, student-teachers go through during teaching practice, student-teachers face some challenges which significantly affects their ability to derive maximum benefits from the teaching practice programme (Ranjan, 2013). Okobia, Augustine and Osagie (2013) admits the study of Rajan by saying that the main challenges faced by student-teachers during teaching practice supervision were the short duration for supervision, and the poor relations between student-teachers and supervisors. Thus to Okobia et al. (2013) there were poor relations among student-teachers and supervisors. Supervisors by their roles are to be guide, counsel and be friends to the student-teacher. However, as a result of the unfriendly nature of supervisors to student-teachers, the student-teachers feel uncomfortable when teaching in their presence. Hence, Okobia et al. (2013) study revealed that student-teachers saw the lack of teaching materials and the unfriendly nature of supervisors as challenge during the teaching practice supervision. Zindi, Nyota and Batidzirai (1996) study revealed that student-teachers main challenge on teaching practice supervision was the differences in methodology or strategies meted out to them during their practicum. These finding of Zindi et al. (1996) is also similar to findings done by Rome and Moss (1990) who postulated that the lack of 4. Research on Humanities and Social Sciences www.iiste.org ISSN (Paper)2224-5766 ISSN (Online)2225-0484 (Online) Vol.4, No.16, 2014 what the supervisors would be assessing. All the student teachers stated that they

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among student-teachers and supervisors. Supervisors by their roles are to be guide, counsel and be friends to the student-teacher. However, as a result of the unfriendly nature of supervisors to student-teachers, the student-teachers feel uncomfortable when teaching in their presence. Hence, Okobia et al. (2013) study revealed that student-teachers saw the lack of teaching materials and the unfriendly nature of supervisors as challenge during the teaching practice supervision. Zindi, Nyota and Batidzirai (1996) study revealed that student-teachers main challenge on teaching practice supervision was the differences in methodology or strategies meted out to them during their practicum. These finding of Zindi et al. (1996) is also similar to findings done by Rome and Moss (1990) who postulated th uniformity in supervision was a challenge to student-teachers during his study. Thus student-teachers were of the view that a standardized method of supervision was what they really wanted but their inability to receive or be exposed to a standardized system of teaching practice supervision place them under a state of dilemma as they really did not know what to do in their subsequent practice. Koran (1969) also identified in his study that the short time spent by supervisors during supervision was a challenge many student-teachers complained on. To these student-teachers, their supervisors spent only limited time when supervising them. Other student-teachers also raised the concern that the supervisors were always on the run to supervise other student-teachers after their lessons (as a result receive little attention from their supervisor). The low frequency in supervision by supervisors was another challenge faced by some student teachers according to Gautam (2010). Some student-teachers saw the teaching practice supervision as an opportunity to have their teaching evaluated and constructively criticized (Gower & Walter 1987). However, the supervisors who were to supervise them

according to the findings of Gautam (2010) were inconsistent in their supervision in term of appearance.

2.2 The Impact of Supervision on Student-Teachers during Teaching Practice

The impacts of teaching practice supervision on student-teachers another focus of this study was to find out the effects of teaching practice supervision on student-teachers. With this objective in mind, a focus group discussion was conducted with student-teachers to illicit responses from them concerning the said objective. Under this, issues such as how the teaching practice supervision improve student-teachers performance, how student-teachers were influenced by supervision and the over-all gain teaching practice supervision had on student-teachers were examined. Information gathered under this section shows that the teaching practice supervision to a large extent influenced the History student-teachers during their field experience and presently. According to them (History student-teachers), the teaching practice supervision improved their performance level, instilled a level of discipline in them and lastly, others also said the teaching practice supervision imbibed in them fear and hatred. With regard to whether teaching practice supervision improved the performance of student-teachers, respondents' views were indifferent. Respondents' views were that the teaching practice supervision developed their teaching skills and also boosted their confidence as teachers. The comments of the discussants are demonstrated on this issue, "it helped me improve my methods of teaching and in the selection and use of teaching and learning resources (TLRs) ... in my first lesson I committed some mistakes but when these mistakes were pointed out to me I factored them in my subsequent lessons. This enabled me to do much better in my subsequent supervisions. Another respondent asserted that,.... to talk about

the supervision itself I will say it has given me some kind of confidence because it is like being in a school where you have the head going round checking on teachers... so now I do not fear being in a school where district supervisors may visit to look at what am doing because I have gotten that boldness and confidence...". This shows that teaching practice supervision enhanced student-teachers lesson delivery. Aside that it also made student-teachers assertive wherever they find themselves. Student-teachers is the improvement in performance in their subsequent lesson. Regarding the issue of teaching practice supervision instilling discipline in student-teachers, majority of the participants professed to the fact that supervision made them discipline. They indicated that the teaching practice supervision always made them prepared. As a probe to find out why they think the supervision made them always prepared, they indicated that since most of the supervisors came unannounced they were always 89 Research on Humanities and Social Sciences www.iiste.org ISSN (Paper)2224-5766 ISSN (Online)2225-0484 (Online) Vol.4, No.16, 2014 prepared. The respondents' words further clarify this assertion: "Supervision influenced my preparation for teaching in that I always sort for appropriate methods of teaching and preparation of my lesson notes. Gradually, it became my habit because in my school for instance we had surprise supervision. Supervision helped me to become punctual....I was always focused, well prepared and organized... it was good in the sense that once I enter into the teaching profession after school, I may not know when the district and regional directors will be coming to my class". The enumerated benefits of the teaching practice supervision stated above are confirmed by the study of Kimutai, et al.(2012) which revealed that supervision made student-teachers alert and prepared them for their subsequent lesson since most supervisors came

impromptu. The supervision had massive impact on student-teachers as found in the study of Ong'ondo & Borg (2011) which revealed that student-teachers are motivated to remain vigilant at all times as a result of fear of getting unannounced supervision. In addition, some History student-teachers stated that they wanted to please their supervisors so they adopted the attitude of getting all the resources needed during instructional time. This implies that whether good or bad, the teaching practice supervision had a significant impact on History student-teachers. History student-teachers were able to put on the attitude of a professional teacher who even in the absence of district or regional directors are always prepared to meet and address any challenge before them. There were other respondents who expressed the opinion that they did not benefit from the teaching practice supervision. Some of the opinions expressed include: "it had a negative impact on me. I have developed some kind of hatred for the supervisor who said common people I cannot spell. I get angry anytime I see him on campus." "It made me nervous and uncomfortable." The root of their submission was as a result of getting unannounced supervision and also supervisors who were quick to pass comments on their delivery without finding out from them (History student-teachers) why they acted or wrote that in their lesson notes. This in a way imbibed in them fear and hatred. This confirms the findings in Ong'ondo & Borg's (2011) study that the primary impact of the supervision in student-teachers is the production of fear. In summary, it is established that, in spite of the fear and hatred developed in History student-teachers, the teaching practice supervision had tremendous impact on student-teachers as it is evidenced in their responses. It improved the performance level of the student-teachers and also developed in them a level of discipline wherever they found themselves.

2.3 The Mode of Supervision during Teaching Practice

Shulman (1986, 1987) has been a key figure in identifying the knowledge that teachers need for effective teaching. He identified seven knowledge bases.

1. Content knowledge
2. General Pedagogical Knowledge (GPK)
3. Curriculum knowledge
4. Pedagogical Content Knowledge (PCK)
5. Knowledge of teachers and their characteristics
6. Knowledge of educational contexts
7. Knowledge of educational ends, purpose, values and philosophical and historical influences.

The student's theoretical content knowledge base in physical education is expanded, strengthened and consolidated in his first and second semester studies. Courses such as foundation, philosophical and historical background of physical education are learned. The intent of these courses is to make students grasp the origin, focus and purpose of the discipline as it is likely that some of them may have beliefs which may not fall within the context of physical education.

As opined by Graber (2001); O'Sullivan (2005); Stroot (1996), pre-service physical education teachers enter teacher preparation programmes with a broad spectrum of beliefs about physical education, and change little overtime. In a research conducted by Placek, et al (1995:259) and summarized by O'Sullivan (2005), the major results

indicated that “the dominant view of new recruits is that they perceive physical education as being primary skill-oriented”.

In another study Graber (1995) which explored the beliefs held by students from two universities regarding the elements of the teacher education programmes that most directly guided practice. Finding suggested that pre-service teachers believe the practicum experiences were more valuable aspects of the teacher education programme.

The effects of education programmes on the beliefs of a beginning teacher were studied by Curtner-Smith (2001). More specifically, he examined the positive influence of one university physical education programme on the practices and perspectives of a beginning teacher with a strong teaching orientation. The physical education programme influence was mediated by the teacher’s biography and entry into the workforce. Findings indicated that the physical education programme and teacher’s biography influenced his pedagogical philosophy and practices to a great extent. In the third and fourth semester when the student gets a good grounding in content knowledge, pedagogical courses are taught. Course outlined for these semesters include peer-teaching, on-campus teaching, off-campus teaching which are skewed systematically to give the students pedagogical skills. A number of students have validated the effectiveness of using peers in physical education using various arrangements such as; class wide peer tutoring Johnson and Ward, (2001).

During the peer tutoring episodes in the Departments in the Colleges of Education, course mates are asked to observe the lesson taught by their colleagues and critique it during post conference at the presence of tutors from the department.

A major problem that teachers encounter is finding adequate time to monitor and to provide feedback and reinforcement for students in their classes. Peer Assisted Learning (PAL) strategies are very effective ways to allow students to receive instruction, feedback and reinforcement from group members much more frequently than a teacher could provide (Kirk et al., 2006).

In physical education, variations of peer tutoring have produced and increased results in academic learning time (ALT-P.E), opportunity to respond, (TR-P.E) including Houston-Wilson et al., 1997; Liberman et al;(2000) Webster, (1987); Classwide Peer-Tutoring (CWPT) (e.g. Johnson and Ward, 2001); and a derivative version of CWTPT, called Peer-Mediated Accountability (PMA) (e.g. Crouch et al., 1997; Ward et al., (1998).

Students from P.E department of Colleges of Education arranged with basic schools, in the vicinity to do off campus teaching practice.

Evidence from research on teacher improvement shows that teachers can begin to acquire teaching skills and strategies during their pre-service preparation programmes and continue to develop them during their initial years of teaching through both specific staff development programmes and reflection on their own teaching (Birdwell, 1980; Randall & Imwold, 1989; Siedentop , 1987; Shroot, 1996).

Lesson planning and presentation are key elements of teacher training. The student – teacher is therefore taught how to plan developmentally appropriate exercises to satisfy all kinds of student conditions and not to marginalize any student. The P.E student therefore keeps in mind the following steps when planning to teach;

- a. what instructional methods should be used to meet the various learning styles and multiple intelligence of a diverse class of students' abilities and disabilities;

- b. how much class time should be devoted to providing instruction, allowing for practice, giving feedback, dealing with discipline problems, managing equipment distribution and checking attendance and
- c. What type of grouping, homogenous or heterogeneous or both should be used to increase students' learning.

As stated by Smith (2004), the long term process of inclusion of pupils with special needs (SEN) and disabilities in mainstream education has increased especially rapidly over the last half century or so. Children with disabilities fall into six categories; visually impaired, physically or other health impaired, mentally challenged, behaviorally challenged, hearing impaired or multiple handicapped. P.E students in the Colleges are trained to plan their lesson noting the varying level of disabilities of their pupils. This is because evidence has shown that proper physical exercise can help some of the physically challenged pupils recover from their disability.

The greatest challenge for most physical education programmes rest with inadequate resources. During tight economic times the so-called non-essential subjects such as physical education and art are reduced if not eliminated. Courses targeted at equipping students of the P.E departments with creativity and resourcefulness are offered. This is to equip the P.E teacher to improvise relevant but unavailable teaching materials/equipment. The departments also make it convenience for students to offer courses from the departments of Art and Home Economics Education to sharpen their skills and become more innovative and crafty. The Home Economics courses expose student- teachers to nutritional demands of ectomorph, endomorph and mesomorph.

Physical education activities are not confined to the classroom alone. It includes outdoor or adventure activities as well. Rogers (2000) makes a case for adventure-based learning in the secondary physical education curriculum and states that students who have participated in outdoor adventure activities as part of the school curriculum may continue to participate in such activities throughout life and therefore keep them active.

In the light of the nature of activities in the senior high schools, tutors in the P.E departments teach the students how to successfully organize and execute outdoor activities. Students are also oriented towards adopting militating measures against possible failures and disappointments.

The need to adopt all programmes against strength, weakness, opportunities and threats (SWOT) analysis is emphasized.

Towards the end of the 4th semester the student offers a course in sports psychology which deals with how to handle sports and its related issue including hooliganism, vandalism and other adolescence explosive crowd behaviours. The student goes out to teaching practice in the 5th and 6th semesters. What does it take to become an effective teacher? First, you must want to do it. Then you need to get plenty of perfect practices. You need to practise the relevant teaching skills such as developing class routines, implementing guided practice sessions, supervising independent practice sessions and keeping class momentum moving toward briskly. When you have the opportunity to practise these skills, you will also benefit from supervision that provides sufficiently specific feedback for you to improve. Siedentop, (2000).

Before the student embarks on the out-segment (teaching practice), a mentor who is a qualified teacher and who is also a member of staff of the school of practice is trained to

help the pre-service teacher. The programme of appointment and training of mentors, states among other things that as much as possible, teachers in the practicing schools will be selected and trained as mentors. Such mentors must be professional teachers who have attained a minimum rank of Principal Superintendent in the Ghana Education Service (GES). At the basic school level, mentors must be experts in the relevant subject areas and must not have less than five (5) years teaching experience. District Directors of Education are mandated to assist the Colleges in recommending and short-listing school-based mentors.

Some of the core elements of supervision programmes are;

- (1) The programmes should be staffed with innovations, full-time programme administrators with the training, time and resources to establish and run excellent programmes (because of the amount of work this entails, heads of institutions and their assistants whose work schedules are very heavy should not be eligible),
- (2) Supervision should take place during the school day, in-class and one-on-one, with sanctioned time for both supervisors and student-teachers,
- (3) supervisors should be selected for their ability to work with adults, their expertise in pedagogy and content areas, their leadership qualities, and their commitment to collaborative work,
- (4) supervisors need ongoing training and support to be the most effective "teacher of teachers",
- (5) Student-teachers, with help from their supervisors, should systematically identify areas of growth, set personal performance goals, and develop the skills needed to attain these goals,

- (6) Student- teachers and mentors should be trained to collect classroom data, analyze data, and use the results to guide instruction,
- (7) Site administrators ,such as heads of schools, opinion leaders and other interested bodies, must understand the needs of beginning teachers, provide them with resources, learning techniques for evaluation that build teacher practice,
- (8) The guidance and self-assessment of student-teachers must take into account the accepted state standards for what teachers need to know and be able to do (Code of ethics of The Ghana Education Service),
- (9) Workshops and training secessions help novice teachers overcome the traditional isolation of teachers and,
- (10) At the community level, student-teachers' involvement should be related to their participation in community work such as clubs associations, development projects, religious organizations, Parent Teacher Organizations, school management committees and District Management Committees.

Several studies have shown that co-operative teachers can be trained to be effective supervisors (Coleman and Mitchel, 2002).

Feiman-Nemser et al. (1999) supported this notion and suggested that we view induction as a process of situated learning. She commented that teachers can acquire knowledge of subject matter, students learning, curriculum, and pedagogy in a variety of ways, but using such knowledge requires information and understanding that cannot be learned in advance or acquired outside of teaching.

Field experiences for physical education students during teacher preparation are also called prior or early teaching experiences, teaching practice or practicum, and student

teaching. Early field experience typically begins with school visits, structured observation in the gymnasium and discussions with teachers tutoring of individual students. Eventually, they include teaching parts of lessons to small groups of students. Placement in the school is limited and most usually of short duration. Students teaching involved more extended practice in one setting and a progressive increase to full-scale responsibility for the student-teacher in a particular class (Kirk, D.) Macdonald, D., and O'Sullivan, M., (2006).

The supervisor is an experienced person working with a younger person with the intention of helping to shape the growth and the development of the protégé (Wright and Smith, 2000).

Feiman-Nemser and Beasley, (1997) stated that monitoring is assisted performance where the mentor in a cooperative activity, scaffolds the learning of the practicing teacher by co-planning and co-teaching. The physical education teacher is given the maximum support by his mentor. college supervisors also pay frequent visit to the student in their schools of practice, observe them in their teaching and hold conferences with them to give them feedback. Headmasters of the school of practice are mandated to write a report about each student to the Colleges.

The concept of teacher reflection is a key premise within this dynamic process of change. Increased practice without analysis and reflection does not lead to professional growth. The degree of assistance and monitoring which are needed from all participants and from the context are still under study. The use of portfolios, reflective journals and reflective assignments, in which practicing teachers' document their own professional developments, reveal attentive and more authentic evaluation procedures for practicing

teachers' field experiences, replacing the traditional evaluation methods and observational categories.

The teacher on his return to the college must show evidence of his work with teaching materials, video coverage materials, still pictures etc. The student is expected to present a portfolio containing specifically the following;

- A statement of the student-teacher's curriculum vitae;
- i. identified teaching skills that the individual needs to improve;
- ii. A prioritized list these skills and
- iii. An action plan outlining how the skills would be improved
- A copy of the marked Independent Study Proposal from the teacher-teacher's Department and a checklist to monitor the progress of the study;
- Record of approved amendment to the student-teachers' plans;
- Records of agreement to proceed on the Independent Study signed by,
 - i. the student-teacher's Supervisor in the College;
 - ii. The student-teacher's Head of Department in the College;
 - iii. The student-teacher.
- A big notebook containing all the lessons notes prepared and used throughout the period of Out-Segment;
- List and description of learning/teaching aids which cannot be put into portfolio;
- Work/task sheet drawn for the pupils;
- Test items;
- *One* video, *two* audio-recorded lessons and photographs of student-teachers' participating in teaching (if possible);

- Reflective comment on one recorded lesson taught;
- Reports of interactions with mentors and on-going and evaluation of such interactions on the students' professional development;
- Reports of Supervisors from the University and the student's own evaluation of the supervisor's visit;
- Reflections on student-teachers teaching;
- Independent Study Report—a summary of the principal findings and recommendation of Independent study.

He attends face-to-face with other colleagues and tutors of the department to narrate what transpired during his teaching practice. He is expected to tell the tutors and his course mates what problems or challenges he confronted and how he dealt with them. The student finally presents his project work to his supervisor before being cleared to go and wait for his posting to a school.

What sports enthusiasts do in P.E classes?

Physical education is a core subject in primary, junior high and senior high schools in Ghana. It uses physical activity as a means to impart knowledge, skills, attitudes and fitness.

Through physical education lessons, sports talents can be unearthed. Physical education is however, not just sports. Sport is just an aspect of physical education.

For full benefits to be derived from the subject it must be taught by a trained physical education teacher not just anybody. Wright (2001) claimed that physical education was not accepted as a legitimate subject. Participants in this study stated, "Most of the schools

take physical education as just a play” and teachers commend session that anyone can teach physical education” (p.220). A sports enthusiast is a person who has interest in sports or has played sports before. Such a person may have interest in football, volleyball, handball, table tennis or an aspect of athletics. Such a person’s knowledge will be limited to only his area of interest or practice.

Siedentop and Elder (1989) used the expertise research literature to examine seven effective elementary physical education specialists. The conclusions about expertise were;

- Expertise is highly specific to context and subject matter. It is useful to talk about expert volleyball teacher at the middle school level or an expert gymnastic teacher with young children. However, the expertise shown in one subject and at one level may not generalize to other subjects and levels;
- Expertise is performance-oriented. Expert teachers often may not be able to explain their own expertise. The expertise is in the doing rather than explaining it;
- Experience is a necessary condition for expertise, but not a sufficient condition. Expertise probably develops over long period of time in ways that are not clearly understood. Thus, it is unlikely that expertise can be taught in the same way as effective teaching skills;
- Expertise lies at the nexus of a highly skill teaching and mastery of a particular subject matter (that is, gymnastics or pole vaulting or basketball). Thorough mastery of a subject is necessary condition for teaching it expertly. You can teach effectively with a limited of a subject, but to teach expertly, you have to have expertise in the subject; and

- Teaching effectively is within reach of most first year teachers. The skills are identifiable and can be improved through practice. Expertise takes longer, and the path towards its achievement is less clear.

Untrained physical education teachers who are mandated to teach physical education in addition to their main subjects teach only their areas of expertise. He may not follow the syllabus strictly because of his limited knowledge. Recent studies on teacher education have labeled teachers' knowledge with different categories. Pedagogical content knowledge has gradually evolve into generic term for teachers' professional knowledge (Amade-Escot, 2000).

Two major types of teacher knowledge are distinguished. Formal knowledge, primarily produced by the researcher, is described as knowledge for the teacher. Practical knowledge is knowledge of the teachers and is generated by teachers themselves as a result of their teaching experiences and their reflections. It is an amalgam of all the teachers' cognition, such as declarative and procedural knowledge, beliefs, and values, which influences their preactive, interactive and postactive teaching activities (Zanting et al., 2001).

As an integral part of education, contemporary physical education continually attempts to renew its significance for modern society that finds itself in a continual process of change. If the intent of physical activity, fitness and wellness programmes is to help students take responsibility for their own healthy lifestyles and be able to make good activity choices to achieve this, then perhaps one of the most critical tasks is to get students to buy into physical activity.

Evidence exist that most sports enthusiasts are sports-oriented and therefore do not know much about systematic lesson presentation of physical activity as it pertains in physical education.

The teacher selects the skill (s) to be presented, demonstrates how the skill is to be performed, structures an appropriate progression to the tasks to facilitate the learning of the skills, provides students time to engage in the tasks, give specific feedback to the learners about their performance, and structures new tasks for future lessons according to what the students have learned. (Moston and Ashworth, 2002, Kirk, 2002).

2.4 Teaching and Learning from the Known to the Unknown

The principle of teaching and learning from the known to the unknown has its roots in the famous saying of Confucius which says "Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand." (Cofucius Quotes, n.a.). It has evolved several maxims of teaching which are guidelines and rules that make it easy for students to understand concepts in education. These maxims when followed carefully direct students to effective and meaningful goals towards learning.

The concept of teaching from the known to the unknown shows that in order for facts to be understood they should be linked to facts the pupils already know. It is therefore very important for every teacher to advance his or her lesson from concepts with which the pupil or student is already familiar. This concept is referred to as the *Known*. From here, the teacher then proceeds to facts and information that are new to the students. This experience is referred to as the

Unknown.

Students' knowledge about a subject matter could then be used to stimulate interest in a lesson through questioning related to the subject area. From this point the teacher moves step by step to link up old information with the new.

The process of learning takes the whole of one's lifetime. It starts from the womb and ends in the tomb. It starts from the womb because there are many instinctive processes that a child does not learn from anyone. When a child is hungry it cries. The question is who taught the child how and when to cry when it feels a need to be satisfied? Learning is a very difficult concept to grasp.

Many psychologists and educationists have attempted to explain it in different ways. In everyday life information and experiences are interpreted and changed into knowledge, skills, actions, activities, conduct and attitudes. This is what is referred to as learning. It is a process of acquiring new facts, information, knowledge, skills, attitudes and values which result in a change or modification of observable and measurable behaviour of the learner (ibid).

Educationists and psychologists have proposed learning theories to explain changes and modification in behaviour as a result of learning. Each learning theory has its own orientation to explain how learning takes place. The important learning theories can be classified into four groups (Merriam and Caffarella, 1991) as follows:

Behaviouristic Learning Theories

Behaviouristic oriented learning theories were proposed by great psychologists *B.F. Skinner, Pavlov, Thorndike, Tolman, and Watson*. According to the Behaviouristic learning theorists, the learning process is a change in behaviour of the individual as a result of motivation from the external environment which acts as the centre of learning.

According to these theories, the role of teacher is to manipulate or arrange the environment in order to elicit the desired response from the learner. Through the interaction between learner and environment, learning takes place.

Cognitive Learning Theories

According to Ormrod (2008), Cognitive learning theories are based on how people think. As information is acquired through one's senses, it is transferred to working short-term memory. The Laureate Education Incorporation (2008) states that information is rehearsed and practised through elaboration, it then moves to long-term memory. While in long-term memory, it may be later retrieved through other connections. There are three types of long-term memory these are: declarative (facts), procedural (how to do things), and episodic (events in your life).

Humanistic Learning Theories

Humanists believe in the **inherent human goodness** and contrasts Sigmund Freud's and biological approaches, which claim human behaviour and cognition, are determined by experience and prior events. Most important humanist authors that shaped this theory were Carl Rogers and Abraham Maslow whose works were mostly orientated on understanding of personality.

Humanists Emphasis

- importance of **responsibility** for individuals actions, and **present moment**,
- **worth of every individual**, and
- **Happiness through self-achievement** as the ultimate living goal.

Humanist Perspectives on Learning

Humanist perspectives on learning suggest that:

- learning is a **natural desire**, a mean of **self-actualization** and development of **personal potentials**
- the importance of learning lies in the **process**, not outcome,
- learners should have **more control** over the learning process, which should be based on **observing** and **exploring** the teacher should be a **role-model** encouraging the learner and provide him with reasons and motivation for every new part of the learning process.

One of Maslow's contributions widely accepted even far beyond borders of humanism is the hierarchy of needs in which he tried to formulate the human motivation framework. Hierarchy of needs approaches human motivation in terms of different kind of needs that have to be satisfied in order to move to the higher level of needs. Those levels include physiological, safety, society, esteem and self-actualization needs and need to be satisfied in the mentioned order.

2.5 Social or Situational Learning Theories

The social learning theory proposed by Albert Bandura has become perhaps the most influential theory of learning and development. While rooted in many of the basic concepts of traditional learning theory, Bandura believed that direct reinforcement could not account for all types of learning.

His theory added a social element, arguing that people can learn new information and behaviors by watching other people. Known as observational learning (or modeling), this type of learning can be used to explain a wide variety of behaviors.

Basic Social Learning Concepts

There are three core concepts at the heart of social learning theory. First is the idea that people can learn through observation. Next is the idea that internal mental states are an essential part of this process. Finally, this theory recognizes that just because something has been learned, it does not mean that it will result in a change in behaviour.

Kolb's Learning Styles Model

Kolb's learning theory proposes that different people prefer a single different learning style that is based on the developmental stage of that individual. Kolb's model of learning styles (1984) proposed four distinct learning styles that are based on a four-stage learning cycle. Four-stage learning cycle is the central principle in Kolb's learning theory, which includes “*immediate or concrete experiences*” that leads to “*observations and reflections.*” These “observations and reflections” are translated into “*abstract concepts,*” which in turn provides implications for action which can be “*actively tested,*” thus creating new experiences for an individual.

Essential of Teaching the Subject Maxims of Teaching

In order to achieve the aims & objectives of the teaching of a particular subject certain maxims are laid down. The teaching of the subject is then planned & carried out keeping these maxims as the guiding principles:

Simple to complex -

It is a well-known maxim of teaching and this is the natural process of mind. It is also a psychologically successful method of imparting the knowledge of sea and ocean. A

geography teacher can show a pond or a tank to his students. Similarly, a model of mountain can be used to explain various things about a mountain.

Known to unknown-

It is always better to proceed from known to unknown. It demands that the teacher should make efforts to establish some association with the previous knowledge of the students while imparting them any new knowledge. For ex: while teaching about forests & their qualities the geography teacher can establish association with gardens that the students have seen. Due to this the regional geography is quite important.

Concrete to abstract –

Though it is desirable to proceed from concrete to abstract but it is difficult in teaching of geography. Geographical factors, that are abstract in nature, cannot be displayed in concrete form. Every teacher should try his best to act according to this maxim. the teacher sketches the diagrams and tries to establish the abstract facts in the minds of students.

Particular to general –

It is always better to cite some specific examples before proceeding to general principles of a phenomenon. It helps the students to follow things easily and properly. The geography teacher should proceed from the geography of the region and then go over to the geography of the general principles of the whole world.

Philosophy of Physical Education

So many people spend their health gaining wealth, and then have to spend their wealth to regain their health (A.J. Reb Materi). Young people today spend an incredible amount of time in a sedentary state. Approximately 38% of teens watch more than 3 hours of television per day (CDC, 2003, online). Research shows that many Ghanaians do not take part in regular physical activities that contribute to a healthy lifestyle. This problem often starts at an early age. Physical education is commonly considered a learning environment that promotes physical activity and various sports. The intent is generally to promote fitness and health, as well as the benefits of team-building, teamwork, sportspersonship, and fair play (Siedentop, 2004). Physical education needs to be a staple of our youth's education from a young age through graduation from high school.

Physical education is a unique aspect of education in that it provides the only instruction for students in the development and maintenance of positive attitudes, essential knowledge and physical skills. The contribution of physical education is to provide for the optimal physical development of each individual, providing instruction necessary for life-long fitness, movement, and physical well-being (NASPE, 2005, online).

Good physical education experiences also contribute to social, psychological, and mental development. Without an effective physical education program along with other academic subjects, it is impossible for students to achieve the well-rounded development they need. Physical wellbeing of students has a direct impact on their ability to achieve academically (California Department of Education, 2002, online).

Physical education is the only subject in the school curriculum which provides the opportunity for all children and youth to develop lifetime health, fitness, coordination

skills, and movement experiences. A physical education instruction program should enable all youth to realize, acquire, and maintain knowledge of why health related fitness and movement are essential to their present and future well-being (NASPE, 2005, online).

Physical Education instruction is essential for all students, from kindergarten to the university level. To profit from the benefits of exercise and movement and to develop essential skills in physical activities suitable for life long participation, time should be scheduled daily at all levels. The daily instructional period for elementary school pupils should be at least thirty minutes. The daily instructional period for secondary students should be a standard class period (NASPE, 2005, online).

As a physical education teacher I hope to teach students' activities and skills that they can use throughout a life time. In Ghana today, too few people stay active after high school education. The focus in Ghana has become individual activity. While I do believe individual activity is useful, I don't think it is looked at as an attractive exercise option. I want to reintroduce the concept of team activity and sport to our students in a way that differs from the traditional style of sport education. I hope to present exercise and activity as an enjoyable experience, performed in a supportive team atmosphere. The key to this is not only teaching the skills but including all aspects of the activity so it can be appreciated to the fullest. My goal is for students to leave my class with the physical as well as mental skills they must possess in order to be active for a lifetime.

The hazards of being inactive are clear. Physical inactivity is a serious nationwide problem (Surgeon General, 1996, online). It's clear that physically active children and adults are healthier than those who are not active. As a physical educator, I will

emphasize positive experiences for youth in a physically active setting. I will present physical activity as an enjoyable experience in which all can participate.

Physical education needs to be a positive, memorable experience for all. This is the least we can do to ensure that our youth have a chance to live a long, quality life.



CHAPTER THREE

METHODOLOGY

The study was designed to examine non specialist supervisors in the supervision of physical education students.. This section of the study comprises with research design, population, sample and sampling technique, instruments or tools used , validity and reliability, methods of data collection and data analysis,

3.1 Research design

The research design used was the descriptive survey. According to Polit and Hungler (1995), descriptive survey aims predominantly at describing, observing and documenting aspects of a situation as it naturally occurs rather than explaining them.

Frankel and Wallen (1993), continued by noting that the big advantage of the descriptive survey design is that it has the potential to provide a lot of information obtain from quite a large sample of individuals. Finally, Best and Kahn (1995) , stated that descriptive survey is concerned with the conditions or relationship that exists, such as determining the nature of prevailing conditions, practice and attitudes, opinions that are held, processes that are going on or trends that have developed. it is concerned with how ‘what is’ or ‘what exist ‘is related to some preceding event that has influence or affected a present condition or event.

3.2 Population

Koul (1984), postulates that a population refers to any collection of specified group of human beings or non-human entities such as objects, educational institutions, time units, geographical areas, etc. The larger group we wish to learn about is the study population

and the smaller group we actually study is the sample. The study was conducted in OLA College of Education, Wiawaso College of Education, Wesley College of Education, Enchi College of Education, Komenda College of Education and Fosu College of Education all in Ghana. The Colleges have a total population of 1,180, which comprise 613 men, and 567 women.

3.3 Sample and sampling technique

The group on which information is obtained is known as the sample of the study (McMillan, 1996). Out of the total population of the Colleges, fifty non specialist supervisors were selected from the Colleges of Education for the study through purposive sampling technique.

The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable you to answer your research questions, they can also provide researcher with the justification to make generalisations from the sample that is being studied, whether such generalisations are theoretical, analytic and/or logical in nature.

3.4 Instrumentation

A case study was utilized for the research to explore issues associated with the subject specialist supervisor a focused manner (Gray, 2009). This approach allowed the role of the Subject specialist supervisor to be examined from the point of view of both mentors and trainees, and permitted relationships and ambiguities to be uncovered in relation to the Subject specialist supervisor role. Gray (2004: p. 124) makes an interesting observation about a case study approach, which is particularly useful when the researcher

is trying to uncover a relationship between a phenomenon and the context in which it occurs.’

The instrument for this study was a questionnaire. Questionnaire was designed for supervisors and student teachers. They were required to respond to questionnaire that demand a “yes” or “no” response. Other instruments used in the collection of data included unstructured interviews and personal observations.

3.5 Validity and reliability

Validity is an attempt to ensure that the research instruments the researcher used are not questionable or disputable. In fact, the validity of any research project depends to a large extent on the appropriateness of the study instruments used to measure the variables. Reliability of a study instrument is the consistency of the instrument in producing the same or similar results given the same condition on different occasions. To ensure good result, the researcher gave questionnaire to his supervisor to read through to ensure the quality of the content and its relevance. Moreover, the researcher conducted a pilot test with questionnaire to identify questions that were appropriate and those that needed to be reframed to make it suitable for the respondents and for the study. The researcher tried as much as possible to administer the questionnaire in a conducive classroom atmosphere to avoid disruptions and interactions. The test-retest and face validity techniques were used since they are more practical approach to establishment of the validation and reliability

3.6 Data Collection Procedure

Is the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and

evaluate outcomes. The data collection component of research is common to all fields of study including physical and social sciences, humanities and business. While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same. The goal for all data collection is to capture quality evidence that then translates to rich data analysis and allows the building of a convincing and credible answer to questions that have been posed.

Questionnaire was distributed personally by the researcher to all respondents by hand. Generally, respondents were contacted personally at their offices, schools or work places. Much more pieces of information were gathered through interactions with individuals with much considerations being given to comments and views put across by opinion leaders.

3.7 Data analysis

In this study, the researcher used frequencies and percentages to analyze the responses received from the respondents. All the questions were grouped under the various headings and analyzed. Each question was analysed independently. Frequency tables and percentages were used for describing the number of occurrences of a particular type of datum within a dataset. Frequency tables, also called frequency distributions, were used because they are one of the most basic tools for displaying descriptive statistics. Frequency tables are widely utilized as an at-a-glance reference into the distribution of data; they are easy to interpret and they can display large data sets in a fairly concise manner and they also help to identify obvious trends within a data set and can be used to compare data between data sets of the same type.

CHAPTER FOUR

RESULT/ DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the quantitative and qualitative analysis of the data collected for the study as well as the discussion of the findings. The analysis was organized following the three research questions set for the study.

Table 1: Research Question One

How do student teachers view supervisory practice during teaching practice?	SA	A	D	SD
1. Specialist supervisors supervise well because they are well skilled to help improve teaching and correct mistakes	41 (82%)	5 (10%)	3 (6%)	1 (2%)
2. I see supervision as a bother, or worry, or means of punishing student teachers.	9 (18%)	13 (26%)	20 (40%)	8 (16%)
3. Supervision does not prepare student -teachers to become effective teachers in future.	34 (68%)	12 (24%)	3 (6%)	1 (2%)
4. Supervision is just a requirement for certification and therefore not beneficial to student teachers.	2 (4%)	3 (6%)	30 (60)	15 (30%)
5. Supervision is characterized by threats of discipline.	5 (10%)	7 (14%)	28 (56)	10 (20)
6. Supervision assumes that supervisors are superior to student- teachers.	14 (28%)	8 (16%)	24 (48%)	4 (8%)
7. Supervision does not stress strict adherence to and implementation of policies, syllabus and specific teaching methods.	11 (22%)	16 (32%)	19 (38)	4 (8%)
8. Supervision is a chance to abuse and intimidate student-teachers.	18 (36%)	8 (16%)	14 (28%)	10 (20%)
9. Supervision is a form of evaluation, since it is used to certify students pass or fail at the end of training.	4 (8%)	35 (70%)	8 (16%)	3 (6%)

10. Supervisors are viewed as people who come to criticize student-teachers.	6 (12%)	12 (24%)	19 (38%)	13 (26%)
11. Supervision should be done by supervisors of school of practice only.	20 (40%)	22 (44%)	6 (12%)	2 (4%)
12. Supervision is a means of settling of old scores.	2 (4%)	5 (10%)	25 (50%)	18 (36%)
13 Supervision is not a means of checking of Student-teachers' attendance.	20 (40%)	22 (44%)	6 (12%)	2 (4%)
14. Supervision restricts student- teachers from doing their Own work.	2 (4%)	7 (14%)	22 (44%)	19 (38%)
15. Supervision is finding faults with student- teachers.	22 (44%)	10 (20%)	8 (16%)	10 (20%)
TOTAL	210 (28%)	195 (26)	225 (30%)	120 (16%)

Table 1 statement 1 Contains responses from student- teachers on their views to research question one which indicates that 82% of the respondents Strongly Agreed, 10% of the total respondents Agreed while, 6% of the respondents Disagreed and 2% Strongly Disagreed respectively that supervision from tutors help improve teaching and correcting of mistakes. Supervision, either in the classical or modern sense, is to improve teaching and learning

Information from statement 2 showed that 40% and 8% of total respondents Disagreed and Strongly Disagreed that Supervision is a bother or worry to student-teachers. However, 26% Agreed while, 8% strongly Disagreed respectively

Statement 3 indicates that 68% out of the total number of 50 respondents Strongly Agreed , 20% of respondents Agreed, while 6% of the total number of respondents Disagreed, and 2 % Strongly Disagreed respectively.

Statement 4 above indicates that 60% and 30% of population Disagreed and Strongly Disagreed respectively that supervision is just a requirement for certification and therefore not beneficial to student teachers, while 6% Agreed, and 4% Strongly Agreed. Information from statement 5 shows that 56% Disagreed, 20% Strongly Disagreed while, 14% Agreed, and 10% Strongly Agreed respectively.

Report from statement 6 states that 48% of the total respondents Disagreed, 8% of the respondents Strongly Disagreed, while 28% of the total respondents Strongly Agreed, and 16% of respondents Agreed.

Statement 7 indicated that supervision does not stress strict adherence to and implementation of policies, syllabus and specific teaching methods, hence, 38% Disagreed, 8% out of the total number of 50 respondents Strongly Disagreed. However, 32% Agreed, while 22% Strongly Agreed respectively.

Statement 8 spells out that supervision is a chance to abuse and intimidate student-teachers. Information gathered indicated, 36% Strongly Agreed, 16% Agreed while, 28% Disagreed, and 20% Strongly Disagreed that supervision gives chance to supervisors to abuse and intimidate student teachers.

Statement 9, Supervision is a form of evaluation, since it is used to certify students pass or fail at the end of training. Responding to the issue indicates that out of the total of 50 respondents 70% Agreed, 8% Strongly Agreed and 16% Disagreed and 6% Strongly Disagreed.

Reports from Statement 10 stated that 38% out of the total number of respondents Disagreed, 26% of respondents Strongly Disagreed, while 24% of total number of respondents Agreed and 12% of respondents Strongly Agreed.

Statement 11 indicated 44% and 40% of the sample Strongly Agreed and Agreed respectively that supervision should be done by mentors of school of practice only.

However, 12% Disagreed, while 8% of the respondents Strongly Disagreed respectively

Statement 12 reveals that, out of the fifty (50) student-teachers selected from the six colleges of Education in Ghana, 50% of the total respondents Disagreed, 36% Strongly Disagreed, 10% Agreed and 4% of the total respondents Strongly Agreed.

Statement 13 Supervision is not a means of checking of student-teachers' attendance.

The information gathered shows that out of the 50 respondents selected for the study, 44% Agreed, and 40% Strongly Agreed, while 12% Disagree and 4% Strongly Disagreed. The statement revealed that those who responded for Strongly Agreed and Agreed weigh higher percentage values than those who responded for Strongly Disagreed and Disagreed, and it is accepted.

Statement 14, Supervision restricts student- teachers from doing their own work. Information gathered indicated that, 44% and 38% of the population Disagreed and Strongly Disagreed respectively that supervision is not used to restrict student- teachers from doing their own work during teaching practice. However, 14% Agreed, while 4% Strongly Agreed

Information from statement 15 showed that 44%, Strongly Agreed, 20% of the population Agreed, while 20% strongly Disagreed and 16% Disagreed respectively. The table revealed that the Strongly Agreed and Agreed values are greater than those of Strongly Disagreed and Disagreed values, it is accepted that supervision is used as a tool to find fault with student- teachers during teaching practice.

Table 2: Research Question Two.

What is the impact of supervision on student teachers during teaching practice?	SA	A	D	SD
1. Supervision serves as Training and Guidance.	8 16%	35 70%	4 8%	3 6%
2. Supervision helps develop managerial and instructional strategies of teaching.	19 38%	12 24%	6 12%	13 26%
3. Supervision helps student teachers to prepare adequate lesson notes	22 44%	15 30%	5 10%	8 16%
4. Supervision enables student- teachers to acquire teaching skills.	16 3%	26 52%	4 8%	4 8%
5. Supervision is focus on how student- teachers improve pupils' performance.	20 40%	22 44%	6 12%	2 4%
TOTAL	85 34%	110 44%	25 10%	30 12%

Table 2 Statement 1 above indicated that 70% out of a total number of 50 respondents responded Strongly Agreed, 16% Agreed, while 8% of the total number responded Disagreed and 6% responded Strongly Disagreed. Since the total percentages of Strongly Agreed and Agreed are greater than Strongly Disagreed, and Disagreed, it was concluded that supervision serves training and guidance to student-teachers

Report from statement 2 states that 38% of total number of respondent strongly agreed, 24% of

Respondents Agreed, while 26% of total number of respondents Strongly Disagreed and 12% of Respondents Disagreed

Statement 3 above indicated that 44% out of the total number of 50 respondents Strongly Agreed, 30% of the respondents Agreed, while 16% of total number of respondents Strongly Disagreed, and 10% Strongly Disagreed respectively.

Information from statement 4 indicates that 32% Strongly Agreed, 52% Agreed, while 8% Strongly Disagreed that supervision enables student-teacher acquire supervisory skills during teaching practice

Table 3: Research Question three.

How do student teachers perceive the mode of supervision during teaching practice?	SA	A	D	SD
1. Rules and principles of teaching should rigidly be enforced in schools of practice during supervision.	1 (2%)	6 (12%)	35 (70%)	8 (16%)
2. Supervision should not be undertaken throughout the three terms of the academic year	19 (38%)	12 (24%)	6 (12%)	13 (26%)
3. Supervision should be done only by various subject tutors.	3 (6%)	5 (10%)	20 (40%)	22 (44%)
4. Supervisors should show concern only on learning task instead of school activities during supervision.	2 (4%)	5 (10%)	28 (56%)	15 (30%)
5. Supervisors should not hold conference meetings with Interns before and aft supervision.	20 (40%)	22 (44%)	6 (12%)	2 (4%)
TOTAL	45 (18%)	50 (20%)	95 (38%)	60 (24%)

The results of analysis in statement one on respondents' opinion on rules and principles should rigidly be enforced in schools of practice during supervision showed that 70%

Disagreed and 16% Strongly Disagreed as it was perceived by student-teachers during teaching practice, while 12% Agreed and 4% Strongly Agreed that rules and principles of teaching should not rigidly be enforced in school of practice during supervision.

Table 3 statement 2 showed that out of the total of 50 respondents, 38% Strongly Agreed and 12 respondents 24% Agreed that supervision should not be undertaken throughout the three academic terms of the academic year, while 26% Strongly Disagreed, and six of the total respondents, 12% Disagreed .

Table 3 statement 3 indicated that out of the total number of 50 respondents, 44% Strongly Disagreed, (40%) of respondents Disagreed, 6% strongly agreed, and 10% Agreed to the statement that supervision should be done only by various subject tutors.

Information from statement 4 shows that 56% Disagreed, 30% strongly disagreed, while 10% Agreed, and 4% Strongly Agreed that supervisors should show concern on only learning task instead of school activities during supervision.

Report from statement 5 stated that 44% of the total number of respondents Strongly Agreed, 40% of the respondents agreed, while 12% of total number of respondents Disagreed, and 4% Strongly Agreed. Since the total percentages of Strongly Agreed and Agreed are greater than strongly disagreed, and agreed

4.2 Discussion

The purpose of this study was to examine the participation of non specialist supervisors in the supervision of physical education students at the colleges of education.

Research Question One.

How do student teachers view supervisory practice during teaching practice?

Table 1 statement 1 Specialist supervisors supervise well because they are well skilled to help improve teaching and correct mistakes. How this would be achieved depends on the method applied in supervision. Classical supervisory methods were teacher-focused or school-system centered (Nwokafor, et al. 1981; Kochlar, 1970; Bame 1991). . Since the percentage values for Disagreed and Strongly Disagreed are greater than Agreed and Strongly Agreed percentage values, it is accepted that student-teachers see supervision as a bother or worry to them. It can be concluded that students- teachers do not see supervision as preparing them to become effective teachers in future. Robin and Alvy (1995) stressed that supervision provides support for teachers so that they could attain excellence. And support the statement because supervision help them to be equipped with the necessary skills of teaching and also remove the misconception they have about it during teaching practice.

Since the percentage values for Disagreed and Strongly Disagreed are greater than Strongly Agreed and Agreed, it is accepted that supervision is being characterized by threats of discipline.

The above finding is also collaborated with the submission of (Nwokafor., et al. 1981; Kochhar, 1970; Bame, 1991) Inspection was usually conducted by one person called the Inspector who alone inspected the school compound, and all school records including the

accounts in addition to classroom work, and those styles of supervision were the use of threats of discipline, firing and closing down of schools to instil fear into teachers and pupils. . Since the calculated percentage values for Disagreed and Agreed are greater than those of Strongly Agreed and Agreed, under statement 6, it is concluded that supervisors are not being superior to student-teachers during supervision. This assumption has been discouraged by Drake (1986) who observed that the supervisor should not think that his position makes him an expert, so he should solve professional problems with his teachers as colleagues and not in a master-servant relation.

Statement 7 indicated that supervision does not stress strict adherence to and implementation of policies, syllabus and specific teaching methods, . The table also revealed that the percentage values for Strongly Agreed and Agreed are greater than those of Strongly Disagreed and Disagreed and it is concluded that supervision does not stress strict adherence to and implementation of policies, syllabus and specific teaching methods. However this would be achieved depending on the methods applied in supervision. Classical supervisory methods were teacher-focused or school system centered (Nwokafor, et al.1981).

Statement 8 spells out that supervision is a chance to abuse and intimidate student-teachers. Information, However from the responses it was revealed that 14% and 10% of the total respondents Disagreed and Strongly Disagreed to the fact that supervision does not give chance for supervisors to abuse and intimidate student- teachers during teaching practice but rather to provide support for teachers so that they attain excellence. Statement 9, Supervision is a form of evaluation, since it is used to certify students pass or fail at the end of training The statement revealed that the percentage values for those

Strongly Agreed and Agreed were greater than those of Strongly Disagreed and Disagreed, it is therefore accepted that supervision is a form of evaluation since it is used to certify students pass or fail at the end of training. This implies that without teaching practice, trainees will lack the skills and methods of teaching. However Metzler (1990) maintain that supervision is not to correct student mistakes but also point out their strength.

Reports from Statement 10 From the above submission, it was realized that supervisors are seen as people who come to schools of practice during supervision to criticize and not to encourage student –teachers as it was accepted by respondents for Strongly Disagreed and Disagreed with the greatest percentage values.

. The calculated percentage values for Strongly Agree and Agreed are greater than Strongly Disagreed and Disagreed under statement 11 which shows that supervision should be done by mentors of schools of practice only. This is because of the devil triangle between the college supervisor, mentor and Interns. The calculated percentages value under statement 12 indicates that supervision should not be seen as a means of settling scores but assisting the pre- teacher to improve upon his teaching skills and a form of evaluation since it is used to certify students pass or fail at the end of training.

Statement 13 reveals that Supervision is not a means of checking of student-teachers' attendance. The evidence of supervision in teaching practice agrees with the notion shared by Glickman, Gordon and Rose-Gordon (1998), who see supervision as the assistance for the improvement of instruction. Glickman et al. declare that, “behind every successful school is an effective supervision program” (P.9). They consider supervision as glue or adhesive that pulls together organizational goals and teacher and provides for

improved learning. Ben Harris 1991; (as cited in Glickman 1990) also argues that, supervision is related to instructing pupils through helping teachers with instructions. . Under statement 14 indicate that Since the calculated percentage values for Disagreed and Strongly Disagreed are greater than Strongly Agreed and Agreed, it is accepted that supervisors focus on supervision is not to restrict student- teachers from doing their work. The above finding is in line with the Bame (1991) contribution, who asserted that Inspection is characterized by fears among teachers as well as hatred by teachers for the inspectors since the later (inspector) tries to find faults with the former (teacher).

The traditional perception of supervision held by teachers and supervisors suggest that, that might be the practice in the schools today. Unfortunately, such restrictive and intimidating methods of supervision do not promote effective teaching and learning. Supervisors should therefore be made to understand that modern function of supervision is a co-operative effort in which both the supervisor and the supervisee work together to achieve a common purpose.

Research Question Two.

What is the impact of supervision on student teachers during teaching practice?

In line with the above finding in table 2 statement 1 (Gywnn, 1961) opined that this type of supervision is the process whereby continuing education is given to the teacher to improve upon his teaching. He insists that though this approach was a departure from the coercive type of supervision whereby the teacher was forced to follow prescribed methods, it was still assumed that there was a best known method of teaching, and it was the supervisor who knew best how to teach and that the teacher was to improve this

teaching in line with the prescription of the supervisor. Thus, supervision was focused on the teacher. Report from statement 2 reveals that

Respondents Disagreed. Since the percentages of Strongly and Disagreed are less than Strongly Agreed and Agreed it was concluded that supervision helps to developed managerial and instructional strategies and broaden their horizon of teaching and also make them effective teachers in the future. They claimed that managerial strategies are the procedures that the teacher adapts to create an environment where instruction and learning can occur. Effective teaching is strongly and highly related to the organization of students learning environment, good instructional strategies and student achievement. Since the percentages of Strongly Agreed and Agreed are more than Strongly Disagreed and Disagreed, it therefore meant that supervision helps student-teachers to prepare adequate lesson notes which helped them improved upon their methodology when teaching. This was made possible through the comments and criticisms from their supervisors which actually prepared them well to teach in future, since lesson notes preparing is one of the requirements as having passed or failed at the end the internship program.

Information from statement 4 indicated. This goes a long way to say that supervision is not only to correct student –teachers mistakes but also helps them to acquire supervisory skills.

This finding is agreed with the studies of (Belt, 1994; Hersey& Blanchard1998.) and Okumbe (1998) a supervisor should be equipped with the following skills: technical, human and conceptual skills.

Technical skills refer to the ability to apply knowledge, methods, techniques, experience and equipment to perform specific tasks effectively. Even though supervisors need not be the best among employees, they must not be the worst and that supervisors need to have enough technical knowledge so as to pass sound judgments, and offer technical assistance to other employees in his department.

Human skills refer to interpersonal or interactive skills. Supervisors/managers should be capable of working with and through people by applying motivational and behaviourist techniques to get the best out of them. Human relations skills help supervisors to act both officially and humanely

This involves the ability to acquire, analyze and interpret information in a logical manner. The supervisor/manager should be capable of understanding the intricacies of the organization as a whole, and act in accordance with its objectives, rather than pursuing a parochial or personal interest. The results of analysis on respondents opinion on Statement 5 has shown that 44% of the total number of respondents Agreed, 40% of respondents Strongly Agreed, while 2% of total number of respondents Disagreed and 4% of respondents Strongly Disagreed. Since the percentages values of Strongly Agreed and Agreed are greater than the values of Strongly Disagreed and Disagreed values. It implies that supervision improves pupil performance.

Supervision, either in the classical or modern sense, is to improve teaching and learning. How this would be achieved depends on the method applied in supervision. Classical supervisory methods were teacher-focused or school-system centred (Nwokafor, et. 1981:1970: Bame, 1991)

Research Question three.

How do student teachers perceive the mode of supervision during teaching practice?

The above findings under table 3 statement 1 are also collaborated with submission of Drake (1986), this method of supervision leads to pretences of dictated behaviour which is destructive of good human relationship. In any case, this practice would be justifiable in schools where a greater number of the teachers are not professionally trained and therefore needed to be told what to do (Private schools). This is because it is believed that there must be autonomy as against bureaucratic rigidity and control. In other words it is believed that when the organization is dealing with professionals then they should be given enough room to operate and not rigidly controlled. Table 3 statement 2 shows that supervision should be undertaken throughout the three academic terms of the academic year. The implication is that student-teachers had not settled down with the benefits of supervision to be carried out for the three terms. In spite of this expectation, past criticisms still remain that teaching is irrelevant to the “real world” (Zeichner, 1986) of teaching and fail to concentrate on the practical expectations of teaching. They further argue that there is a gap between theory that is taught in the Colls and teaching practice that is linked to the classroom. Table 3 statement 3 implies that the average scores will be fair, just, and equitable to use comments from subject tutors (supervisors) to grade the performance of student-teachers on teaching practice. The mentee believe that subject teachers will be more effective in supervising students in their subject area than those from other subject areas.

Information from statement 4 showed that supervisors should show concern on only learning task instead of school activities during supervision. Anyway, education aims at

the holistic development of the child, therefore effective supervision should not be judged by only examination results or good academic performance but also participation and good performance in the co-curricular activities. The above finding is in line with Nwokafor, et al. (1981) and the Commonwealth Secretariat, (1993) who argue that effective supervision should focus on the general organization of the school which is not be limited to pupils performance. , it is therefore concluded that supervisors should not hold conference with mentees before and after supervision.

Report from statement 5 also collaborated with the submission of Drake (1986) who believe that clinical supervision produces a self-teacher who analysis and seek solutions to his or her own teaching problems with the help of another professional. Clinical supervision emphasizes teacher growth in that the supervisor talk's with the teacher as a colleague to identify and clarify problems and observes the teacher in a classroom situation to solve the problems identified.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary

Literature on the topic was reviewed under: the concept of historical perspective of physical education, physical education in Ghana, the importance of physical education, training of P.E teachers in the Colleges, what sports enthusiasts do in P.E classes, teaching and learning from the known to the unknown and philosophy of physical education.

The target population of the study comprised six colleges of Education in Ghana and non-specialist supervisors.

Questionnaires were the instrument used for the collection of data. The data collected were analyzed using the descriptive statistics as tables and percentages.

5.2 Conclusions

This section of the chapter has been devoted to conclusions with major highlights of the research. The researcher has come out with the following conclusions from the study;

1. The teaching practice unit should see to it that the right strategies for supervision were to be used by supervisors
2. Regarding the issue of being supervised by non-subject-specialists, the teaching practice unit should ensure that supervisors who are sent for supervisions have enough knowledge of the subject-matter of the field of study.

3. The teaching practice unit should organize compulsory orientations for supervisors on supervision strategies to ensure uniformity in supervising student-teachers.
4. The teaching practice unit should ensure that supervisors who are sent for supervision have enough knowledge of the subject-matter of the field of study of the respondents, knowledge about subject specific methodology which will enable them to provide useful feedback.

Further research is encouraged in this area with wider horizon to cover both teachers as well as students to determine the performance of the students taught by subject specialist and non-subject specialist supervisors. This is because the researcher holds the view that effectiveness of teacher must reflect in the performance of the students.

5.3 Recommendations

This study has revealed between trained and untrained physical education teachers as well as non-specialize supervisors. The teaching practice unit should see to it that right strategies for supervision are used by supervisors. Regarding the issue of being supervised by non-subject specialists, the teaching practice unit should ensure that supervisors who are sent for supervisors have enough knowledge of the subject- matter of the field of study.

The Ghana Association of Colleges of Education principals and Health, Physical Education Recreation, Dance and Sports (GAHPERDS)', formerly known as Physical Education Association of Ghana (PEAG), representative in the Ghana.

This has become necessary because as of now, some of the headmasters/ headmistress view physical education as sports which concerns interscholastic athletics and gain performance. The merits of PE as a subject is neglected on the schools' performance at the interschool competition.



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APPENDICES

Appendix A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF HEALTH PHYSICAL EDUCATION,

RECREATION AND SPORTS

. EXAMINING NON SPECIALIST SUPERVISORS IN THE SUPERVISION OF PHYSICAL EDUCATION STUDENTS IN THE COLLEGES OF EDUCATION

QUESTIONNAIRE FOR STUDENTS/TUTORS

This questionnaire intends to find out how do student teachers view supervisory practice during teaching practice Respondents should note that information given is solely for academic purposes and would be treated very confidential.

PART ONE – PERSONAL PARTICULARS

Tick (✓) the appropriate item that illustrates your response

1. Gender: Male [] Female []
2. Age: 15-25 [] 25-35 [] 35-55 []
3. Level: 300 [] tutor []

PART TWO –SECTION A – HOW DO STUDENT TEACHERS VIEW SUPERVISORY PRACTICE DURING TEACHING PRACTICE

Please tick (✓) either “ Strongly agreed [] agreed [] disagreed () strongly disagreed () regarding your views on the following questions.

1. Specialist supervisors supervise well because they are well skilled to help improve teaching and correct mistakes

Strongly agreed [] agreed [] disagreed () strongly disagreed ()

2. I see supervision as a bother, or worry, or means of punishing student teachers.

Strongly agreed [] agreed [] disagreed () strongly disagreed ()

3. Supervision does not prepare student -teachers to become effective teachers in future.

Strongly agreed [] agreed [] disagreed () strongly disagreed ()

4. Supervision is just a requirement for certification and therefore not beneficial to student teachers

Strongly agreed [] agreed [] disagreed () strongly disagreed ()

5.. Supervision is characterized by threats of discipline

Strongly agreed [] agreed [] disagreed () strongly disagreed ()

6. Supervision assumes that supervisors are superior to student- teachers.

Strongly agreed [] agreed [] disagreed () strongly disagreed ()

7. Supervision does not stress strict adherence to and implementation of policies, syllabus and specific teaching methods.

Strongly agreed [] agreed [] disagreed () strongly disagreed ()

8. Supervision is a chance to abuse and intimidate student- teachers.

Strongly agreed [] agreed [] disagreed () strongly disagreed ()

SECTION B: WHAT IS THE IMPACT OF SUPERVISION ON STUDENT TEACHERS DURING TEACHING PRACTICE?

Please tick (✓) either Strongly agreed [] agreed [] disagreed () strongly disagreed ()” regarding your understanding of the following questions.

1 Supervision serves as Training and Guidance

Strongly agreed [] agreed [] disagreed () strongly disagreed ()

2. Supervision helps develop managerial and instructional strategies of teaching.

Strongly agreed [] agreed [] disagreed () strongly disagreed ()

3 Supervision helps student teachers to prepare adequate lesson notes

Strongly agreed [] agreed [] disagreed () strongly disagreed ()

4. Supervision enables student- teachers to acquire teaching skills.

Strongly agreed [] agreed [] disagreed () strongly disagreed ()

5. Supervision is focus on how student- teachers improve pupils’ performance
Strongly agreed [] agreed [] disagreed () strongly disagreed ()

SECTION C: HOW DO STUDENT TEACHERS PERCEIVE THE MODE OF SUPERVISION DURING TEACHING PRACTICE? Please tick (✓) either

“Strongly agreed [] agreed [] disagreed () strongly disagreed ()

” regarding your views on the following questions.

1 Rules and principles of teaching should rigidly be enforced in schools of practice during supervision.

“Strongly agreed [] agreed [] disagreed () strongly disagreed ()

2. Supervision should not be undertaken throughout the three terms of the academic year

“Strongly agreed [] agreed [] disagreed () strongly disagreed ()

3. Supervision should be done only by various subject tutors.

“Strongly agreed [] agreed [] disagreed () strongly disagreed ()

4. Supervisors should show concern only on learning task instead of school activities during supervision

“Strongly agreed [] agreed [] disagreed () strongly disagreed ()

5. Supervisors should not hold conference meetings with Interns before and after supervision

“Strongly agreed [] agreed [] disagreed () strongly disagreed ()

SECTION D: SUPERVISION OF PHYSICAL EDUCATION IN BASIC SCHOOLS

Please tick (✓) either “Yes” or “No” in your opinion regarding the following questions.

1. Does the Head teacher sometime attend your Physical Education lessons?

Yes [] No []

2. How often do these Head teachers attend the Physical Education lessons with you?

3. Does other people outside the school (offices from the District Office etc) come to attend?

your Physical Education lessons? Yes [] No []

4. How often do these officers come to attend the Physical Education lessons with you?

Monthly [] Termly [] Yearly [] None []

