

Administrative Support in Teaching and Learning of Physical Education in Colleges of Education in the Western Region of Ghana

Richmond Stephen Sorkpor, Emmanuel Armah Enninful, Charlotte Adomah Diabor

Tutor, OLA College of Education, Cape Coast- Ghana

Tutor, Fosu Colleges of Education, Fosu- Ghana

Tutor, Komenda College of Education, Komenda- Ghana

Abstract

The purpose of the study was to investigate administrative support in teaching and learning of Physical Education in the Colleges of Education in the Western Region using descriptive survey design. Data was collected from a sample population of 90 respondents of first year students from Holy Child, Wiawso and Enchi Colleges of Education. Purposive sampling was used to select principals and P.E. tutors and convenient sampling was used to select the students. Descriptive statistic was used to analyse the data. The instrument developed for the study was questionnaire. It was revealed that most colleges do not have adequate facilities such as showers. Playing Courts like volleyball and netball were not available in their colleges. It is recommended that more supportive systems such as equipment, materials and facilities be provided to promote holistic and healthy college life for all trainees.

Key Words: Psychomotor skills,

Introduction

Article one (1) of the United Nations Education Scientific and Cultural Organization (UNESCO) Charter on Physical Education and Sports (1983) as quoted by Boucher states that:

“Every human being has a fundamental right to Physical Education and Sports which are essential to the full development of personality. The freedom to develop physical, intellectual and moral prowess through Physical Education and Sports must be guaranteed both within the educational system and other aspects of social life.” (p. 4-5).

The above statement shows how important the subject is, and should therefore form part of the school curriculum. Ghanaians need to redirect their thinking about the subject in order to reap its maximum benefits.

The basic level Physical Education programme aims at helping the individual gain body control, learn some psychomotor and manipulative skills that would be developed later in school life. At the secondary level, these skills have to be polished or refined. Students at this level are also expected to learn basic human anatomy and physiology, and health education.

It is even more demanding at the Colleges of Education level. At this level, teacher trainees are exposed to all the demands (intricacies) of Physical Education – theory and practice. The Colleges of Education programme has taken somewhat different dimension both in structure and content since its inception. Students at this level are prepared to teach at the basic schools. As such, they need to learn some teaching skills and strategies (pedagogy) and also gain proficiency in the execution of games and sports skills.

Over the years, attempts have been made in Ghana to give to children of school going age, an education suitable to meet the needs of society. In the process to attain this, the school curriculum has been fashioned to train the head, heart and hands.

For the attainment of this laudable goal, schools and Colleges established in the Gold Coast, according to McWilliam and Kwamena Poh (1975), were funded and administered by bodies that established them. In

1948, the Basel missionaries established the first Teacher Training College. Since then the teacher has been prepared to be able to deliver in the classroom, because he is seen as the pivot of the educational enterprise.

The training of teachers since 1948 has been for the production of teacher catechists to Certificate 'B' teachers and then to Certificate 'A' 4 years for then middle school form four leavers. Along the way, two-year Certificate 'A' Post-Secondary was introduced to equip the teachers for their work in the classroom. Various categories of teachers, two-year Certificate 'A' Specialists, were also produced into the system.

In spite of all these attempts to produce quality teachers, society's pressure groups have not spared the performance of the educational enterprise. As it was, all blames of poor performance of any form was directed at the teacher. Therefore to improve teacher output, in 1990 the Teachers' Certificate 'A' 4 years was phased out and in its place, Teachers' Certificate 'A' 3-year Post-Secondary that was then running side by side became the only Teacher Training Programme.

Further to improve education to meet the national aspiration of living in a global village, new policies regarding teacher training was introduced in 2000. This policy of In-In-Out became the focal point of teacher education in Ghana. This is likened to internship programmes as it is practiced in other Post-Secondary institutions. This new policy decision was made in 1999/2000 to replace the 3-year full time 'In' Programme.

An innovative feature of the scheme was that recruitment of candidates for teacher training would be carried out by district officers in accordance with the needs of the schools in the districts. This was to solve the problems of poor staffing in rural schools. This among others set the tone for the noble teacher training programme in the country. Under the model, (In-In-Out), students spend two years in College training, while the whole of the third year is spent learning to teach in a school. The rationale behind this scheme appears to be that the training process should incorporate adequate opportunities for relating theory to practice. The Colleges of Education Programme that took off in 2004/2005 academic year, which is Diploma in Basic Education (DBE) where the periods allocated, were changed to credit hours. Again, Physical Education is given only one credit hour for the whole semester period. This is inadequate because the Educational Reforms Review Committee of 1999 makes Physical Education a compulsory core subject, in both 9 years of basic education and 3 years of Senior Secondary Education but not externally examinable. The 1994 Education Review Committee also agreed that Physical Education should be emphasized at all levels of education, and be included among the subjects from which the syllabus for Integrated Science and Life Skills should be carved. This is why the researcher thinks the one credit hour allocated Physical Education is not sufficient to meet the goals and aspirations of the various committees on education.

No organization, including schools would not like to experience rapid turnover of its capable, experienced, dedicated and well-qualified employees. As a result, organizations ensure that their employees are motivated enough to enable them to maintain the entire staff on the job. This implies motivation plays an important role in the organizational setup as well as the life of the individual. To achieve the administrative support for teaching and learning Physical Education and Sports, the College should have qualified personnel who are physically and psychologically sound and also possess quality knowledge and skills, having the requisite teaching and learning materials and facilities at their disposal, and operating in an atmosphere which is conducive, to achieve the expected objectives to meet the needs and aspirations of the society.

Physical Education is important so its teaching and learning must not be the concern of only P.E. personnel but more importantly, the administrators of the Colleges of Education whose attitudes could have either positive or negative impact on the teaching of Physical Education and Sports in the Colleges of Education in the country, particularly Western Region.

For the teaching and learning of Physical Education and Sports to be effective, the administrators of the Colleges will be the focal point. Administrators play key roles in creating a positive environment in the Colleges. Their day-to-day actions and interactions, perceptions, findings and attitudes can support and encourage the teaching and learning of Physical Education and Sports.

According to Adesina (1986, p. 7) "Management" can be defined as "the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives in the system."

According to Frost and Marshal (1977) explained 'administration' on the other hand as the guidance, leadership and control of efforts of a group of people towards achieving a goal by providing adequate support. Halpin (1966) and Onifede (1944) also hold the view that administration is to clarify realistic expectation and reduce barriers to the accomplishment of valued Physical Education objectives.

Management, therefore, is the cornerstone of organizational effectiveness and is concerned with arrangement for the carrying out of organizational process and execution of work. This means that administration has the duty in supporting, not only acquiring the materials but also to make sure that materials are well managed to achieve the goal of the organization.

According to Atakpa and Akomah (1988), research has shown that effective school management requires competent leadership, a capable teaching force, professional teacher support and interaction. These elements are necessary for effective teaching and learning. The training and learning process, that is classroom organization, use of resources and materials, use of instructional time, teaching methods, practical assignment etc for students' assessment and feedback all require effective school management to provide the conditions necessary for quality students' achievement and performances. Physical Education is an important subject that needs to be taken seriously in our basic schools, but most of the times during teaching and learning attention is given to subjects like English Language, Mathematics and Integrated Science neglecting Physical Education completely. Administrators of schools prefer using Physical Education periods for examinable subjects that they consider important.

Basic school teachers use Physical Education period as a 'rest' or 'play' period. Teachers only ask the pupils to go out and play instead of going out with them to do useful skills in any of the disciplines of Physical Education. When confronted, they will tell you they were not taught well in the training colleges. They were not given enough equipment and so did not have adequate opportunities to practice so they cannot handle it confidently.

Those who try to teach too, are unable to demonstrate the right thing. They also do not have facilities and equipment, and no supervision especially during the practical lessons.

A lot has been written on the importance of Physical Education and Bucher (1967), stressed the importance of Physical Education, an integral part of the total educational process which has its aim: 'the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities that have been selected with a view to realizing these outcomes.

Statement of the Problem

According to Adesina (1986, p. 7) "Management" can be referred to as "the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives in the system." Frost and Marshal (1977) explained 'administration' on the other hand as the guidance, leadership and control of efforts of a group of people towards achieving a goal by providing adequate support. Halpin (1966) and Onifede (1944) also hold the view that administration is to clarify realistic expectation and reduce barriers to the accomplishment of valued Physical Education objectives.

Although there is an agreement in principle with regard to the importance of Physical Education and Sports, some administrators differ about the way Physical Education programmes should be conducted. Their commitments to the subject vary widely. The administrator's own schooling and background, parental conditioning and philosophy of life and education in general play a part. An administrator who has experienced a Physical Education programme that did not concern itself with his needs may feel that it is of little worth and therefore will not encourage or support it in anyway.

Some administrators too may have given considerable thought to what is important in Education. They believe that the value of Physical Education comes only from scientifically formulated curriculum, that is activated and selected on the basis of scientific evidence as to their worth supported by the principle of anatomy and physiology.

Such administrators would develop positive attitude towards its teaching and learning and support the development of Physical Education in their Colleges. It is for this reason that the researcher delved into the type of support College heads give to the teaching and learning of Physical Education in the Colleges.

Purpose of the Study

The purpose of the study was to determine the administrative support being provided for teaching and learning of Physical Education and Sports at Colleges of Education in the Western Region.

Research Questions

1. What administrative provisions are currently in place in Colleges of Education in the Western Region that facilitates the teaching of Physical Education and Sports?
2. What challenges are associated with these administrative provisions?
3. What possible solutions can help address any identifiable administrative challenges associated with the teaching of Physical Education in Colleges of education in the Western Region?
4. What facilities can encourage the teaching of Physical Education in the Colleges of Education?

Methodology

Descriptive survey design was used. A sample population for the study was ninety (90) respondents who were purposively selected out of a target population of 1109 from Holy Child, Enchi and Wiawso Colleges in the Western region. The instrument developed for the study was a questionnaire. Respondents were requested to respond to each item on a four-point Likert scale.

Results/Discussions

Research Question 1: What Administrative Provision are Currently in Place in Colleges of Education In The Western Region that Facilitate the Teaching of Physical Education and Sports?

Table 1 shows sports fees as administrative provision to improve sports

Table 1: Payment of Sports Fees

College	Response on the payment of sports fees				
	Yes	%	No	%	Total
Holy Child (Students)	25	83	5	17	30
Holy Child (P.E. Tutors)	2	100	-	-	2
Holy Child (Principal)	1	100	-	-	1
Wiawso (Students)	26	87	4	13	30
Wiawso (P.E. Tutors)	1	100	-	-	1
Wiawso (Principal)	1	100	-	-	1
Enchi (Students)	17	57	13	43	30
Enchi (P.E. Tutors)	1	100	-	-	1
Enchi (Principal)	1	100	-	-	1

In answering the research question 1 that sought to find out the administrative provisions that have been put in place to facilitate the teaching of P.E. It was noted that out of 30 respondents in Holy Child, 25 said that they pay sports fees and 26 from Wiawso out the 30 respondents also said they pay sports fees. In Enchi, 17 out of the 30 respondents said they pay sports fees. Considering the response it was clear, that students pay sports fees towards the development of P.E. in the Colleges. All the three principals said yes to payment of sports fees.

Deku (1969) made it clear that the alarming rate of decline of sports is attributed by many personalities in education to inadequate funding. Funding is very important so far as Physical Education, games and sports are covered. Lack of funds can easily impede preparations for major games and sports in the country and outside the country. He continued to say that funding would continue to play an important role in schools and public games and sports programmes. This is to the fact that provision of sufficient capital is essential for

efficient and effective realization of broad and specific goals. Provision of adequate funds has been identified as a major factor to sports programmes. Sports programmes will be effective if it is on a sound financial basis.

Resick, Seidal and Mason (1978), also supported the view that the funding majority of athletics programmes are from appropriate budgetary funds. They further identified gate proceeds, concessions packing fees and revenue from special projects sponsored by the booster club, student body or members of athletics team as supplementary source of funding sports programmes.

Table 2: Adequacy of P.E. Tutors in Colleges

College	How adequate are the P.E. Tutors?						
	Very Adequate	%	Adequate	%	Inadequate	%	Total
Holy Child (Students)	3	10	14	47	13	43	30
Holy Child (P.E. Tutors)							
Holy Child (Principal)	2	100	-	-	-	-	2
Wiawso (Students)	1	100	-	-	-	-	1
Wiawso (P.E. Tutors)	11	37	19	63	-	-	30
Wiawso (Principal)	-	-	1	100	-	-	1
Enchi (Students)	-	-	1	100	-	-	1
Enchi (P.E. Tutors)	8	27	15	50	7	23	30
Enchi (Principal)	-	-	1	100	-	-	1
	-	-	1	100	-	-	1

Aside this provision, 17 respondents from Holy Child responded positively to the adequacy of P.E. tutors in their college. In Wiawso, all the 30 respondents responded positively to the adequacy of P.E. tutors in their College. In Enchi, 23 out of 30 responded positively to the adequacy of P.E. tutors in their College. In general, these two provisions are sufficient enough to facilitate the teaching of P.E. Holy Child College's Principal said P.E. tutors in the College were very adequate and Enchi and Wiawso said adequate P.E. tutors were in their Colleges. Their P.E. tutors agreed with whatever their Principals said.

Harbison (1980) also stated this on Physical Education tutors. He said that development of P.E. and Sports is highly technical. It is therefore very necessary for the various colleges to recruit the right number of personnel with the right skills at the right time and into the right positions. For the proper training of sports men and women, the administrators and the Ghana Education Service (G.E.S.) should have highly qualified P.E. personnel for the various sporting activities.

Daughfrey and Woods (1979) opined that administrators should give considerable attention to the number of teachers needed for the programme and the size of the classes they are to teach. JOPHER (1971) suggested that class size be comparable to other subjects, but with variations where possible.

Research Question 2: What Challenges Are Associated With These Administrative Provisions?

Table 3 was about the adequacy of periods allocated to the various classes per week whiles Table 4 talks about additional duties of the Physical Education tutors in their colleges. Table 5 explains the adequacy and inadequacy of equipments for the teaching and learning of P.E.

Table 3: Periods of Contact Hours Allocated

Year	College	Periods allocated to the various classes per week			
		One	Two	Three	Four
One	Holy Child (Students)	1	8	-	-
	Holy Child (P.E. Tutors)	-	1	-	-
	Holy Child (Principal)	-	1	-	-
	Wiawso (Students)	3	3	10	-
	Wiawso (P.E. Tutors)	-	1	-	-
	Wiawso (Principal)	-	1	-	-
	Enchi (Students)	3	5	-	-

Two	Enchi (P.E. Tutors)	-	1	-	-
	Enchi (Principal)	-	1	-	-
	Holy Child (Students)	1	20	-	-
	Holy Child (P.E. Tutors)	-	1	-	-
	Holy Child (Principal)	-	1	-	-
	Wiawso (Students)	-	2	12	-
	Wiawso (P.E. Tutors)	-	-	1	-
	Wiawso (Principal)	-	1	-	-
	Enchi (Students)	-	6	15	1
	Enchi (P.E. Tutors)	-	1	-	-
	Enchi (Principal)	-	-	1	-

About the challenges associated with the administrative provisions that assist the teaching of Physical Education in the Colleges of Education in Western Region, Table 3 shows that apart from Holy Child first year which had only one respondent saying one period, eight respondents said 2 periods and second year also had one person saying one period, 18 students said two periods. Wiawso recorded ten students saying 3 periods and 3 students each saying one and two have only one period a week and 5 respondents said they have two periods a week. Twenty Holy Child second year respondents said they have two periods and only one said one period a week. Second years at Wiawso also recorded 12 students saying three (3) periods a week and two (2) said two (2) periods a week. Fifteen second years from Enchi said 3 periods a week. Fifteen second years from Enchi said three (3) periods, six (6) said two (2) periods and one (1) person said four (4) periods.

According to Daughtrey and Woods (1976), teaching classes that range from 50 to 100 is quite difficult, and that supervision that required ensuring adequate safety is almost impossible. In some developed countries like the United States, P.E. tutors are not expected to teach more than five periods or hour or more than two hundred students per hour. In some places too, different measure are used to determine the number of P.E. personnel in a College. The time the tutor spends on the field (practical teaching) with students and other duties such as planning for inter-schools/college sports, competition and conducting fitness tests are the entire tutor's teaching load.

Table 4: Additional Duties of the P.E. Tutor

Additional Duty	Holy Child				Wiawso				Enchi			
	Yes			No	Yes			No	Yes			No
	ST	PR	PE		ST	PR	PE		ST	PR	PE	
Supervise Games During Afternoon												
Seldom	5	-	-	25	2	-	-	28	2	-	-	28
Occasionally	6	1	1	24	6	1	1	24	5	1	1	25
Always	8	-	-	22	6	-	-	24	3	-	-	27
Coach College Teams												
Seldom	-	-	-	-	-	-	-	-	-	-	-	-
Occasionally	12	1	1	18	9	1	1	21	9	1	1	21
Always	7	-	-	23	5	-	-	25	5	-	-	25
Supervise Marching Rehearsals												
Seldom	5	-	-	25	3	-	-	37	2	-	-	28
Occasionally	8	1	1	22	7	1	1	23	5	1	1	25
Always	6	-	-	24	4	-	-	26	3	-	-	27
Teaching Practice												
Never	1	-	-		1	-	-		8	-	-	
Rerely	6	-	-		1	-	-		4	-	-	
Sometimes	16	-	-		15	-	-		14	-	-	
Often	7	1	1		13	1	1		4	1	1	

Key: ST = Students, PR = Principals, PE = P.E. Tutors

Table 4 deals with the additional duties of the P.E. tutors in the Colleges. The following duties were suggested, supervision of games, coaching of teams, supervision of marching rehearsals and going out for teaching practice supervision. Looking at supervision of games in the afternoon, 28 students in Holy Child said no and 5 said yes, 28 from Wiawso said no and two (2) said yes. Meanwhile 28 from Enchi said yes and two (2) said no in response to seldom. Under occasionally, 24 from Holy Child said no and six (6) said yes, 24 from Wiawso said no and six (6) said yes and 25 from Enchi said no and five (5) said yes. Under always, 22 from Holy Child said no and eight (8) said yes, 24 from Wiawso said no and six (6) said yes, 27 from Enchi said no and only three (3) said yes. About coaching of College teams, all the three (3) Colleges had no response for seldom, but occasionally had 18 for no and 12 for yes at Holy Child, 21 said no and nine (9) said yes at Wiawso and 21 said no at Enchi and 9 said yes. When you gather information for supervision of marching rehearsals only five (5), three (3) and two (2) from Holy Child, Wiawso and Enchi respectively said yes for ‘seldom,’ and eight (8), seven (7) and five (5) respondents respectively said yes for occasionally and under ‘always’ six (6), four (4) and three (3) said yes in these colleges respectively.

About teaching practice, ‘Never,’ ‘Rarely,’ ‘Sometimes’ and ‘Often’ were used. One (1) respondent each from Holy Child and Wiawso whiles eight (8) from Enchi responded ‘Never.’ Sixteen (16), 15 and 14 from Holy Child, Wiawso and Enchi respectively under ‘Sometimes’ and under ‘often’ too seven (7), 13 and four (4) from Holy Child, Wiawso and Enchi respectively said yes. Considering these responses from the Colleges under review, it is clear that periods allocated to P.E. are quite enough and about the additional duties, apart from teaching practice, which responses given show that most teachers are engaged to do that the rest of the additional duties are not neither always done, occasionally done nor seldomly done.

Concerning additional duties of P.E. tutors, Resick, Seidal and Mason (1978) opined that one of the major factors that determine the success of the Physical Education classes which are arranged in the Colleges. The scheduling in the various Colleges depends on the size of the class, the numerical strength of the Physical Education personnel and the credit hours given to do subject Physical Education. It has also come to, that apart from the normal classroom teaching, most Physical Education tutors are scheduling for extra duties such as organizing intra and extra mural competitions, supervising the rehearsals of cadet corps and national anniversary programmes like Independence Day. Voltmer (1970) said teaching load involves more than the number of classes taught per day. It is very sad to bring to notice that such schedules also called co-curricular activities (which normally take place after school hours) are not considered when workload of the tutor is being determined. One can also say that the co-curricular activities of the Physical Education tutors reduced his time for preparing effectively for his lessons as used for organizing remedial classes for weak students (students who have been referred) and for marking students’ assignment.

Harrison and Blackmore (1992) identified two ways of dealing with the extra duties. That is either the Physical Education tutor would be compensated in the form of more wages for the co-curricular activities or the instructional load should be reduced.

Table 5: Adequacy of Equipment for the Teaching and Learning of P.E.

Equipment	State	College								
		Holy Child			Wiawso			Enchi		
		PE	ST	PR	PE	ST	PR	PE	ST	PR
Football	Not Available	-	-	-	-	-	-	-	2	-
	Inadequate	1	12	-	1	18	-	1	10	-
	Adequate	-	18	1	-	12	1	-	18	1
Volleyball	Not Available	-	1	-	-	1	-	-	3	-
	Inadequate	1	17	-	1	18	-	1	13	-
	Adequate	-	12	1	-	11	-	-	14	1
Netball	Not Available	-	1	-	-	7	-	-	5	-
	Inadequate	1	17	-	1	9	-	1	16	-
	Adequate	-	12	1	-	17	1	-	9	1

Key: ST = Students, PR = Principals, PE = P.E. Tutors

About Table 5, which deals with some popular equipment needed for teaching of P.E., footballs, volleyball balls and netball balls and playing pitches, apart from football and its pitch where every college said it is available, there were respondents from Holy Child, Wiawso and Enchi responding not available for volleyball pitch and netball pitch even though one (1) from both Holy Child and Wiawso and 3 from Enchi but 4 and 5 Wiawso and Enchi said yes to unavailability of netball pitch.

Concerning what the principals said, all the three (3) said the first years have two (2) periods each and Enchi and Wiawso said they have three (3) periods for the second years but Holy Child said two (2) for the second years. About the additional duties, all the three (3) principals said P.E. tutors occasionally take care of the selected duties and often for teaching practice supervision. They all said they have adequate balls and pitches for the three popular games.

About facilities and equipment needed for smooth teaching and learning of P.E., Fordam and Leaf (1978) said in the Colleges, though the P.E. tutor uses the facilities and equipment, the provider, the administrator is the key factor here. The administrator's attitude (positive or negative) goes a long way to make or mar the teaching of P.E. and sports in schools. Facilities here means aids, materials or items which are fixed in nature and are used for teaching and learning of P.E. which may also include space or area, and equipment is the durable materials or items which are not fixed in nature. Bucher (1967) said that facilities and equipments emanate as a result of programme needs that is the educational and recreational needs of both the College and community. The thinking of College administrators, Physical educators and the lay person should be considered if facilities and equipments be planned wisely. It is therefore important for the provision of facilities and equipment for the active sportsmen and women and everyone who is interested in practicing sports and games. According to Kerchner and Fishburne (1995) one of the most important considerations in the development of a comprehensive Physical Education programme is the adequacy of facilities, equipment and supplies. Vannier and Faiot (1975) also said the P.E. programme should have enough equipment to provide each student with an opportunity to participate actively throughout the entire class or period.

Research Question 3: What Possible Solutions Can Help Address Any Identifiable Administrative Challenges Associated With The Teaching Of P.E. in Colleges of Education in the Western Region.

Table 6 shows possible solutions that can help address the identifiable administrative challenges associated with the teaching of P.E. in Colleges of Education in the Western Region.

Table 6: Remedial Teaching for Students

Year	College	Provide remedial teaching for students			
		Seldomly	Occasionally	Always	Total
One	Holy Child (Students)	14	16	-	30
	Holy Child (Principal)	-	1	-	1
	Holy Child (P.E.)	-	1	-	1
	Wiawso (Students)	11	18	1	30
	Wiawso (Principal)	-	1	-	1
	Wiawso (P.E.)	-	1	-	1
	Enchi (Students)	12	17	1	30
	Enchi (Principal)	-	1	-	1
	Enchi (P.E.)	-	1	-	1
	Holy Child (Students)	5	12	3	30
Two	Holy Child (Principal)	-	1	-	1
	Holy Child (P.E.)	-	1	-	1
	Wiawso (Students)	-	26	4	30
	Wiawso (Principal)	-	1	-	1
	Wiawso (P.E.)	-	1	-	1
	Enchi (Students)	17	10	3	30

	Enchi (Principal)	-	1	-	1
	Enchi (P.E.)	-	1	-	1

When the responses given are carefully examined, first years at Holy Child recorded 14 students saying that remedial teaching is done seldomly, 16 said occasionally and no one said it is done always. In Wiawso and Enchi, only one person each said always 18 and 17 respondents said occasionally in both Colleges and 11 and 12 said seldomly. These responses are clear indication that remedial classes which are the only administrative solution to combat the challenges associated with teaching of P.E. in the Western Region Colleges of Education are not effectively done.

In second year, where elective P.E. is taught, Holy Child, Wiawso and Enchi had 3, 4 and 3 respondents respectively responding that remedial classes are done always; 12, 26 and 10 from these 3 Colleges went for occasionally and 5, 0 and 17 from these Colleges respectively said seldomly. It is clear that even the second years who do P.E. elective, do not have regular remedial classes which is the only administrative solution to remedy the challenges associated with the teaching of P.E. But the 3 Principals said the P.E. tutor occasionally have remedial classes to augment the normal periods.

About the remedial classes, Voltmer (1970) said one can say that the co-curricular activities of the Physical Education tutors reduce his or her time for preparing effectively for his lessons as use for organizing remedial classes for weak students (those who are referred in Physical Education examination). Harrison and Blackmore (1992) also said, no person, no matter how well the person, can work productively and efficiently for an excessive number of hours. So it presupposes that if workload is large, tutor may not perform effectively and that may affect performance which will call for extra classes or remedial classes. This normally occurs when the motivation for this large workload is low and virtually nil.

Research Question 4: What Facilities Can Encourage the Teaching of Physical Education in the Colleges of Education?

Table 7 shows other facilities that help the teaching of P.E. in the Colleges of Education

Table 7: Facilities that can Encourage the Teaching of P.E. in the Colleges of Education

Facility	State	College								
		Holy Child			Wiawso			Enchi		
		ST	PR	PE	ST	PR	PE	ST	PR	PE
Showers	Unsatisfactory	15	-	-	5	-	-	8	-	-
	Inadequate	-	-	-	20	-	-	12	-	-
	Satisfactory	15	1	1	5	1	1	10	1	1
	Not available	-	1	-	-	-	-	-	-	-
Lockers	Unsatisfactory	2	-	-	5	-	-	-	-	-
	Inadequate	-	-	-	-	-	-	-	-	-
	Satisfactory	-	-	-	-	-	-	-	-	-
	Not available	28	1	1	25	1	1	30	1	1
Changing Rooms	Unsatisfactory	-	-	-	-	-	-	-	-	-
	Inadequate	-	-	-	-	-	-	-	-	-
	Satisfactory	-	-	-	-	-	-	-	-	-
	Not available	30	1	1	30	1	1	30	1	1

Key: ST = Students, PR = Principals, PE = P.E. Tutors

All the three Colleges have showers but only the Principals said they were in a satisfactory state, 15 students from Holy Child also agreed to the satisfactory nature of the showers, 10 from Enchi and 5 from Wiawso. In Wiawso, 20 students said the showers there were inadequate, 12 students from Enchi also said the same, and 15 students from Holy Child said the showers were not in good state. There were no changing rooms in all the 3 Colleges so there will be no lockers to have changing dresses. Two students from Holy Child and 5 from Wiawso said there were lockers but not in good state. Resick, Seidal and Mason (1978) felt that since

Physical Education is an integral part of the College's Physical Education experience, it is essential that students change into Physical Education outfit before any practical lesson and also to wash down or shower after the classes for hygienic resource. Wuest and Lombardo (1994) also suggested that ten minute is separated for students to shower, dress and groom always after every practical lesson. According to them, tutors should spend time to discuss the importance of personal hygiene and showering. After practical lessons, sweat and dirt combined, rest on the surface of the skin thereby creating most of the skin disease in the body.

Conclusions

The purpose of the study was to determine the administrative support being provided for teaching and learning of Physical Education and Sports at Colleges of Education in the Western Region. On payment of sports fees, it is concluded that students seem not to know that they pay sports fees, this may be as a result of the modalities used to deduct fees from students' allowance. Most students do not know what they pay out of their allowances. Some students are also not aware of the ratio of students to tutors so they selected some responses based on their own judgment.

Concerning the periods used to teach P.E., it is a policy that, both first and second years should be given at least 2 periods but some respondents opted for one period in their Colleges. Even though P.E. tutors do additional duties, they do not do them always but some students selected always for coaching College teams, supervise marching, and supervise afternoon games which cannot be possible. Some students also responded for unavailability of netballs, volleyballs and pitches and this could not be true since creation of pitches for these is not as difficult as football pitch since the space area is small.

The provision of remedial teaching yielded results which one cannot doubt since what pertains in almost every College was realized. But the Principals in Wiawso and Enchi said P.E. tutors organize remedial teaching for first years. This means they always have students having referrals in P.E. hence regular remedial teaching. What the researcher can conclude about the facilities that can encourage the teaching of P.E. is that most respondents looked at the nature of the showers in their dormitories and answered the questions because no college had changing rooms where showers must be. Few students responded yes for lockers and answered no for changing rooms and this can also suggest that students who said so, were considering lockers in either their dormitories or classrooms.

Recommendation

It was recommended that more supportive systems such as equipment, materials and facilities be provided to promote holistic and healthy college life for all trainees.

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