

COMPARING ADMINISTRATIVE SUPPORT FOR TEACHING AND LEARNING OF PHYSICAL EDUCATION AND SPORTS BETWEEN SENIOR HIGH SCHOOLS AND COLLEGES OF EDUCATION IN THE KUMASI METROPOLIS

ABSTRACT

The purpose of the study was to compare the level of administrative support being provided for the teaching and learning of Physical Education (P.E.) and sports between the Senior High Schools and the Colleges of Education in the Kumasi Metropolis. The descriptive design was utilized for the study. A total of 180 students, 35 tutors and 45 administrative personnel, totalling 260 respondents were selected for the study. A quota system was used to sample twenty students from each of the six Senior High Schools and the three Colleges of Education, while the purposive sampling was employed for the tutors and administrators. Three different sets of questionnaires were developed by the researcher for the three categories of respondents. The questionnaire was rated on a five point Likert scale. The questionnaire was pilot tested on Students, Physical Education Tutors and Administrators in a Senior High School and a College of Education in the Offinso Municipality, and it yielded a reliability co-efficient of 0.86. Independent sample t-test was used for the data analysis. The results indicated that there were no significant differences between Senior High Schools and Colleges of Education on funding- $t(33) = .47, p > .05$, personnel - $t(33) = .73, p > .05$ and scheduling of P.E. periods- $t(33) = 1.51, p > .05$. But there were significant differences in facilities and equipment- $t(33) = .45, p < .05$, provision of textbooks- $t(33) = 1.77, p < .05$, and changing room- $t(33) = 2.32, p < .05$. The study also revealed that all the schools were government assisted and lacked vital Physical Education and Sports facilities. The study recommends among others the need for government and other stakeholders to try as much as possible to provide enough equipment and facilities to Senior High Schools and Colleges of Educations to enhance the teaching and learning of Physical Education and Sports.

Keywords: *Physical Education, Sports, Administrative support, Facilities, Manipulative skills*

1.0 INTRODUCTION

Physical Education, as part of the general education, contributes to the total growth and development of individuals primarily through selected movement experiences and physical activities. As an aspect of education, Physical Education has the same goals as general education – helping each individual to develop wholly. In fact, it is the only phase of education which caters for the physical body as well. This means that Physical Education should be accorded the same or equal status and attention as other school subjects. Although, Physical Education has been part of Ghana's school curriculum for quite a long time, most Ghanaians still see it as just concerned with the development of the body and the physical fitness of the individual. Some even think that Physical Education is just a play and for that matter should not be given an equal attention as other subjects like Science and Mathematics (Atta & Ayensu, 2006). This way of thinking has affected the way physical education is valued as a school subject.

It is an undeniable fact that Physical Education has something more to offer the educands than just building the body or making them physically fit. The great Greek Philosopher, Aristotle, held the view that the results of a good Physical Education are not limited to the soul itself (Hicks, 2015). Aristotle proposed

that the instructions in Physical Education should last for a longer period of time than instructions in all other subjects. In addition, Perez et al., (2021) stressed the importance of physical education in the total development of the individual. He stated that physical education is an integral part of the total education process which has its aim as the development of physically, mentally, emotionally and socially fit citizens. This is achieved through the medium of physical activities that have been selected with a view of realizing these outcomes.

The Physical Education programme at the various levels of our educational system places emphasis on the teaching and learning of movements and sports skills in the various sporting disciplines. This does not mean, however, that lessons in physical education are restricted to sports and movement skills. At the basic level of education, the Physical Education programme aims at helping the individual to gain body control and also learn some locomotor, non-locomotor and manipulative skills that would be developed later in school life (Atta & Ayensu, 2006). Less or no emphasis is placed on perfection and strict adherence to rules of games and other sporting disciplines at the basic level of education. Children are to enjoy the physical activities and have fun.

At the Senior High School level, these locomotor, non-locomotor and manipulative skills ought to be developed, polished and or refined to meet the standards required to play different games and to execute various sports skills in different sporting disciplines (Rahmat, 2017). The Senior High School level of physical education and sports also requires standard or near standard facilities, equipment and supplies needed for every sporting discipline. Rules and regulations governing the disciplines are also required. Students at this level are also expected to learn about the basic human anatomy and physiology like the skeletal and muscular systems, as well as the health education which comprises nutrition and first aid (Darmawan & Asmawi, 2017).

The Physical Education programme in Colleges of Education takes somewhat a different dimension. Students at this level are being prepared to teach at the basic schools. As such, they need to learn teaching skills and strategies (pedagogy) and also gain proficiency in the execution of games and sports skills (Atta & Ayensu, 2006). The current Colleges of Education Physical Education programme being run is such that first year students are taught some theoretical lessons in Physical Education as a way of building up their theoretical knowledge in the subject areas (Rahmat, 2017). This covers areas such as history, aims and objectives of Physical Education, theory and practice of soccer, athletics, first aid, and organization of competitions and tournaments. At the second year level, students who select Physical Education as an “elective or additional subject” are expected to polish up their skills level and also learn principles and practice of teaching. In their final year, students go to the field for a practical attachment (teaching practice) for one year before they finally go back to their respective colleges to write their final examinations.

However, to make Physical Education and sports at any of these levels of education effective and beneficial to the learners, a conscious effort by the school or college administration to provide support such as provision of funds, personnel, facilities and equipment, scheduling of periods and provision of textbooks would be necessary. Hicks (2015) asserted that if adequate and genuine administrative support is provided for the teaching of Physical Education and coaching in sports, there could be a change of attitude towards the subject as a profession and an academic entity, and the subject could earn the needed respect and recognition it deserves.

2.0 STATEMENT OF THE PROBLEM

The Physical Education programme in the Senior High Schools involves more practicals than theory. Therefore, it is expected that students at this level of education, upon completion, should be able to exhibit some basic sports skills in certain sports disciplines. On the other hand, the Physical Education programme in the Colleges of Education consists of both theoretical and practical aspects. Students and teachers are expected to learn both the theoretical and practical aspects to pass their exams. However, the administration as well as the general public uses the practical aspects to assess the performance of the teachers. This is so because students in the Colleges of Education are basically being prepared to teach at the basic level where the Physical Education programme is purely skill or practical oriented (Atta & Ayensu, 2006).

On the other hand, observations have shown that most of the Senior High School graduates admitted into Colleges of Education have little or no knowledge in Physical Education. Therefore, they have to be taught every skill which consequently poses a big challenge in both the Physical Education teachers and the students. Meanwhile, P.E. has one or two hours of teaching period on the time table to prepare the students adequately for the challenges ahead. More also, it appears that most of these schools lack vital Physical Education and Sports facilities. The critical question, the study seeks to answer is: “what difference exist between Senior High Schools and Colleges of Education in the provision of administrative support for sports and physical education?”

3.0 RESEARCH HYPOTHESIS

1. There will be no significant difference between Senior High School and Colleges of Education in the provision of funds for Physical Education and sports in the Kumasi Metropolis.
2. There will be no significant difference between Senior High School and Colleges of Education in the provision of Physical Education personnel in the Kumasi Metropolis.
3. There will be no significant difference between Senior High School and Colleges of Education in the provision of Physical Education periods in the Kumasi Metropolis.
4. There will be no significant difference between Senior High School and Colleges of Education in the provision of equipment and facilities for Physical Education and sports in the Kumasi Metropolis.

4.0 SIGNIFICANCE OF THE STUDY

The study when published will be significant to:

1. all stakeholders in education, particularly, the Ghana Education Service who will be informed about the gap between the Senior High Schools and the Colleges of Education in Physical Education and Sports. This could be a basis for policy change or formation.
2. Principals of the Colleges of Education and heads of Senior High Schools who will have a fair idea as to how much support (especially funds) ought to be given Physical Education and Sports. This will help produce quality teachers capable of helping to develop sports at the basic level of education.

5.0 REVIEW OF RELATED LITERATURE

5.1 Administrative Support for Sports and Teaching of Physical Education

Basically, administration is concerned with the functions and responsibilities necessary for the attainment of set goals through associated efforts. This means that every administrator must aim at the attainment of organizational goals through efficient utilization of resources. Administrative support may be taken to be human and material resources provided to people in an organization to enable the organization achieve its goals. Odedeyi and Onifade (1998), identified personnel, funding, scheduling, changing rooms and showers, textbooks, facilities and equipment, and supplies as the essential administrative support required for the teaching and learning of Physical Education and Sports.

5.1.1 Personnel

The term personnel refer to the human resources required as far as the teaching and learning of physical education and sports coaching are concerned. This may include teachers of physical education, coaches as well as supporting staff whose schedule is to assist in the maintenance of physical education facilities. According to Ashworth (2007), it has long been recognized that the qualifications and qualities of a good teacher and a coach are synonymous. Personnel recruitment, selection and training are very important.

When selecting or hiring, the most qualified personnel, should be recruited. Ashworth further contended that, in recruiting personnel some consideration should be made.

1. Physical Education teachers should be trained and or recruited.
2. In-service training should be offered to recruited personnel.
3. Uniforms including an allowance for shoe should be provided for Physical Education teachers.
4. Coaches should be made available to schools to assist them with the preparation of teams for training.
5. Practising teachers and coaches should be certified First Aiders.

In most Ghanaian basic schools, the classroom teacher or any other teacher teaches Physical Education as well as other subjects. Friend (2010) indicated that, in the Senior High schools, Physical Education instruction is usually the responsibility of physical educationist. This plan is used in Ghanaian Senior High Schools and Colleges of Education. However, as noted by Zeng, Hipscher and Leung, (2011), most schools in Africa do not have any Physical Education teacher. As a result, some schools do Physical Education by employing the services of other subject teachers to perform the functions of a physical educationist. In the Colleges of Education, this may not be a useful substitute since student teachers are required to know the various skills as well as strategies for teaching these skills before they leave the college. It is important that every College of Education gets adequate Physical Education specialist to handle the subject.

5.1.2 Funding of P. E. and Sports Programmes

In the developed countries, different approaches are adopted to fund sports and P. E. programmes. Writing on sources of funding for the School Athletics Programme, Jensen (2008) opined that the main source of funding of the majority of athletics programmes is from appropriated budgetary funds. He further identified gate receipts, donations, concessions, parking fees and revenue from special projects sponsored by the booster club, a student body or members of the athletic programmes.

Di-Maggio, Nag and Blei, (2013) suggested that aside funds from government grants (Board of Education Grants), the easiest method of raising funds is by having a successful team. In their concluding remark, they indicated that usually, the public and students alike would pay to see a winner. This approach may not favour our Ghanaian situation where sporting activities in schools are generally patronized by students themselves. It is usually during inter-school athletic competitions that gate fees are charged. The revenue accrued from the gate proceeds is used by the Regional School Sports Federation to fund sports at the regional level; nothing goes to the schools. This is even possible only in regions where that have a stadium.

Another approach identified is the “pay-to-play” where athletes are charged fees for participating in sports programmes. This approach has the consequence of limiting participation which affects students from lower socio-economic groups. Even in the United States where this practice is adopted, Wuest and Bucher (1999) indicated that the practice met an opposition from the National Federation of State High School Associations on the grounds has sports have educational access to students as part of their educational experience.

In Ghana, funds for school activities normally come from the central government. However, financial provisions are made by parents, parent teacher association (P.T.A), old students’ associations and non-governmental organizations (NGOs). Some of these funds may be given to schools for specific purposes (including provision of sports equipment).

In Colleges of Education in Ghana, students pay sports fee as part of their “approved fees”. This is usually paid in bulk at the beginning of the first year. In the second year, sports fees are paid as part of the expensive nature of sports equipment and facilities, schools require some extra funds from other sources to build an appreciable equipment base. Although the PTAs and Old Students Association have been supporting the Senior High Schools in this direction, the situation in the Colleges of Education is quite different. In most

Colleges, students feel they are parents themselves so, PTAs do not exist. Old students also most often fail to respond to invitations from their previous colleges.

5.1.3 Scheduling

Scheduling deals with the manner in which physical education classes of schools are arranged. For Physical Education to be meaningful or to be of value, it must be offered with regularity. The importance of daily periods should be recognized and achieved wherever possible. (This remains a challenge in time of fiscal constraint). The nature of scheduling in a school will depend on number of classes, number of teachers, number of periods per class and number of teaching stations available. Capel and Whitehead (2015) opined that a P.E. teacher should recommend the type of scheduling required to the head of institution with due consideration to the master time table.

Apart from the normal classroom teaching, most P. E. teachers are scheduled for extra duties (such as coaching school teams, organizing competitions and supervising rehearsals during anniversary celebrations). These schedules which normally come off after school hours are regrettably not considered when determining the workload of the P. E. teacher. This has to be considered seriously if the P. E. teacher is to be able to teach effectively. This is because such assignments reduce his time to prepare effectively for his lesson as well as for organizing remedial lessons for weak students and for marking students' exercises and assignments. Yelkperli (2012) indicated that because of differences in class sizes; a teacher may have a heavy teaching load than others despite the fact that the former may teach many classes than the latter. They consequently indicated that another standard schedule frequently used is 190 students to one teacher.

Odden, Odden and Kelley (2002) identified two ways of dealing with the extra duties. These are either by compensating the P. E. teacher in a form of more wages for the extra work done, or reducing the instructional load. They further contended, however, that most P. E. teachers prefer the reduced instructional period on the grounds that no individual, no matter how well paid, can work productively and efficiently for an excessive number of hours.

5.1.4 Textbooks

In the view of Capel and Whitehead, (2015), textbooks are designed for use in teaching the whole or part of a particular subject . They can also be used as a learning aid for students of almost the same age. Textbooks are effective devices which support the instructional units of a course. Although there are textbooks in some teacher training colleges for P. E., most of such books are written by foreign authors and as such, some facts may not be applicable to the Ghanaian situation. Odedeyi and Onifade (1998) suggested that Physical Education teachers should be encouraged to write books and pamphlets, which are suitable for their circumstances for use by their students.

5.1.5 Facilities and Equipment

Physical Education facilities are aids, materials or items, which are fixed in nature and used for the teaching of physical education. It may also include the space or area where P. E. classes are held. Equipment is the durable materials used in the various Physical Education (or sporting) activities.

According to Yelkperli, (2012), one of the most important considerations in the development of a comprehensive physical education programme is the adequacy of facilities, equipment and supplies. Harrison and Blackmore (1992) reiterated the assertion by the American Association for Sports and Physical Education that facilities, equipment and supplies should be provided for the instructional programmes in accordance with the needs, interest, and number of students to be served. The physical education programmes should have enough equipment to provide each student with an opportunity to participate actively throughout the entire class period (Yelkperli, 2012).

6.0 RESEARCH METHODOLOGY

6.1 Research Design

The study was a descriptive survey that concerned the extent of administrative support being provided for the teaching of physical education and coaching in sports between Senior High Schools and Colleges of Education in Kumasi Metropolis. It is a type of descriptive research that produces a 'snapshot' of a population at one or more points in time and concerns with the present status of a phenomenon. A cross-sectional design was used because it is comparatively quicker and cheaper to conduct and administer. It also enables researchers to identify the proportions of people in particular groups and control the effects of subjects participating twice (Asamoah & Duodu, 2007). Although this design has some loopholes such as difficulty in getting respondents to answer questions thoughtfully and honestly, it was considered the best for the study. This is because it deals with interpreting the relationship among variables and describing their relationships (Asamoah & Duodu, 2007).

6.2 Population

The population for the study is made up of students, Physical Education tutors and top administrative personnel from Senior High Schools and the Colleges of Educations in the Kumasi Metropolis. The population of students, tutors and their administrators was used because the administrators are directly involved in the provision of teaching and learning materials, staffing, and supervising the teaching and learning process. The tutors on the other hand, are responsible for teaching the students who are the direct beneficiaries of what the administrators and the tutors do. Therefore, students, tutors and administrators have some information that is relevant for this study.

6.3 Sample and Sampling Procedure

Six Senior High Schools and three public Colleges of Education in the Kumasi Metropolis were used for the study. The six Senior High Schools were sampled using convenient sampling because of proximity so as to aid data collection. The three Colleges of Educations were purposively sampled for the study because of the fact that they are the only Colleges of Education found in the Kumasi Metropolis. A quota system was used to sample twenty students from each of the six Senior High Schools and the three Colleges of Education. The simple random sampling technique was then used to sample the students out of the accessible population. In all a total of 120 students from the six Senior High Schools and 60 students from the Colleges of Education were selected that gave a total of 180 participants. All the P. E. tutors (35) from the six Senior High Schools and the three Colleges of Education were purposively sampled because their number was very small. Similarly, all the top administrative staff (45) at the Senior High Schools and those at the Colleges of Education were purposively sampled because their number was very small.

6.4 Instrument for Data Collection

In an attempt to collect a relevant data for the study, three questionnaires were designed based on literature and according to research questions. One set was meant for the students, another for the P. E. tutors, and the last for the administrative personnel. All the sets of questionnaires were divided into five sections according to the research questions for the study. Section A, contained four items concerned with the demographic information of the respondents. Section B contained five items concerned with funding of P. E. and sports programmes. Sections C and D contained five items each and dwelt on P. E. personnel and the scheduling of P. E. and sports periods on the teaching timetable. Finally, Section E contained items on provision of equipment and facilities. Each of these three sets of questionnaires was made up of closed-ended items. The closed-ended questions were the Likert type. The respondents were expected to tick the option that best expressed their opinion about the

statements. The researcher ensured validity by seeking expert judgement of the questionnaire from the department of Physical Education at the University of Cape Coast. The instrument was pre-tested on 20 students, two tutors and two administrators in an SHS and a college of Education within the Offinso Municipality of Ghana. These students, tutors and administrators possess similar characteristics with participants who were used for this study. The Cronbach's alpha obtained was 0.86 implying that the instrument was reliable and could be used for research purposes.

6.5 Data Collection Procedure

The data collection procedure began with the approval of the research protocol by the supervisor. An introductory letter was taken from the department of Health, Physical Education and Recreation to introduce the researcher to the schools. The researcher administered the entire questionnaires by hand. All the students sampled were brought together in one classroom, in each of the selected schools. There, a copy of the questionnaire was delivered by hand to each student. The items were explained to the students and were given ample time to respond freely to the questions. The researcher personally supervised the students and collected the questionnaire back after they had been completed.

With respect to the tutors and those holding administrative positions, the researcher delivered their questionnaires to them by hand at their respective schools/offices. The tutors and administrators were given one-week to respond to the items after which the researcher personally went back to collect the completed questionnaires and thanked them.

6.6 Data Analysis Procedure

The responses in the completed questionnaires were analysed using the Statistical Package for Service Solutions (SPSS) Software Version 23.0. Each set of questionnaire was analysed separately according to the categories of respondents. Comparisons were further made of the responses among the various categories of the respondents between those of the Senior High Schools and the Colleges of Education. Each research question was analysed using the independent sample t-test.

The data was analysed using the independent sample t-test to determine the statistical significance between the two groups. The coded Likert scale were 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree. The following categorical means were used: 2 and below = agree, between 2 and 3 = undecided, 3 and above = disagree. A mean of 1 and above indicates there is a significant difference between the two groups while a mean less than 1 show that there is no significant difference between the two groups

7.0 RESULTS AND DISCUSSION

The purpose of this study was to compare the level of administrative support to the teaching and learning of physical education and sports between the Senior High School and the Colleges of Education in Kumasi Metropolis. This part presents the results and discussion.

7.1 Hypothesis 1: There will be no significant difference between SHS and CE in the Provision of Funds for Physical Education and Sports in Kumasi metropolis

This research question sought to identify the differences (if any) in funding for physical education and sports at the Senior High Schools and the Colleges of Education. An independent sample t-test was calculated on views of the students, tutors, and administrators to test this research question.

Table 1: Comparison between Senior High Schools and Colleges of Education on Funds for Physical Education and Sports

Parameters	Groups	N	\bar{x}	SD	t	df	Sig(2-tailed)
Students	SHS	120	2.5	.73	.12	178	.35
	CE	60	2.41	.64			
Tutors	SHS	23	4.41	.50	.47	33	.64
	CE	12	4.33	.49			
Administrators	SHS	30	4.56	.50	.20	43	.83
	CE	15	4.53	.51			

From Table 1, the results for the students indicated that there was no significant difference between the views expressed by the students of SHS and CE on funding for Physical Education and sports, $t(178) = .12, p > .05$, SHS ($M = 2.54, SD = .73$) and CE ($M = 2.41, SD = .64$). This implies that both SHS and CE receive the same support in terms of funding for physical education and sports.

The results for the tutors indicated that there was no significant difference between the views expressed by the SHS and the CE tutors on funding for Physical Education and Sports, $t(33) = .47, p > .05$. SHS ($M = 4.41, SD = .50$) and CE ($M = 4.33, SD = .49$). This implies that both SHS and CE receive the same support in terms of funding for physical education and sports.

The results for the administrators indicated that there was no significant difference between the views expressed by the SHS and the CE administrators on funding for Physical Education and Sports, $t(43) = 2.45, p > .05$. SHS ($M = 4.56, SD = .50$) and CE ($M = 4.53, SD = .51$). This implies that both SHS and CE receive the same support in terms of funding for Physical Education and sports.

Based on the finding from the perceptions of the students, the teachers and the administrators, it can be concluded that both CE and the SHS receive the same support in terms of funding for Physical Education and sports. Therefore, I fail to reject the hypothesis which states that “there will be no significant difference between College of Education and the Senior High Schools on funding for Physical Education and Sports”.

This finding is in agreement with a study by Humphreys (2006) that the main source of funding for the majority of athletics programmes is from appropriated budgetary funds by the administration. However, these funds are not enough to support sports and P. E. Zeng et al., (2011) are of the view that funds from government grants (Board of Education Grants) for sports are meant to be used for sporting activities.

In Ghana, funds for the activities of the school normally come from the central government. However, financial provisions are made by parents, Parent Teacher Associations (P.T.A), old students association and Non-Governmental Organizations (NGOs). Some of these funds may be given to schools for specific purposes (including the provision of sports equipment).

7.2 Hypothesis 2: There will be no Significant Difference between Senior High Schools and Colleges of Education on Provision of P. E. Personnel

This research question sought to identify the differences (if any) in the provision of P. E. personnel for Physical Education and sports at the Senior High Schools and the Colleges of Education. An independent sample t-test was calculated on views of students, tutors, and administrators to test this research questions.

Table 2: Comparison between Senior High Schools and Colleges of Education on the Provision of P. E. Personnel

Parameters	Groups	N	\bar{x}	SD	T	df	Sig(2-tailed)
Students	SHS	120	1.87	.88	.30	178	.76
	CE	60	1.91	.82			
Tutors	SHS	23	1.62	.49	.73	33	.46
	CE	12	1.75	.45			
Administrators	SHS	30	1.16	.37	.77	43	.44
	CE	15	1.25	.45			

From Table 2, the results from the students indicated that there is no significant difference between the views expressed by the students of SHS and CE on provision of P. E. personnel, $t(178) = .30, p > .05$, SHS ($M = 1.87, SD = .88$) and CE ($M = 1.91, SD = .82$). This implies that both SHS and CE have graduate teachers.

The results for the tutors indicated that there is no significant difference between the views expressed by the SHS and the CE tutors on provision of P. E. personnel, $t(33) = .73, p > .05$. SHS ($M = 1.62, SD = .49$) and CE ($M = 1.57, SD = .45$). This implies that both SHS and CE have graduate teachers.

The results based on the responses from the administrators indicated that there is no significant difference between the views expressed by the SHS and the CE administrators on the provision of P. E. personnel $t(43) = .77, p > .05$. SHS ($M = 1.16, SD = .37$) and CE ($M = 21.26, SD = .45$). This implies that both SHS and CE have graduate teachers.

Based on the results of the students, the teachers and the administrators, it can be concluded that provision made for P. E. personnel at the Colleges of Education and the Senior High School are the same. Therefore, I fail to reject the hypothesis which states that there will be no significant difference between Colleges of Education and the Senior High schools on the provision of Physical Education teachers.

This finding is in agreement with a study by Fayol (2008) that it is recommended that two full-time Physical Education teachers should be provided for every 190 Senior Secondary School students; a male and female for every skill lesson where the class is mixed (male and female). Fayol further attested that staffing is one of the functions of an administrator where the administrator has to determine staffing needs, recruitment and screening of people to fill the positions. Capel and Whitehead, (2015) also said that staffing involves training the staff and maintaining favourable conditions of work and providing opportunities for their professional growth. This means that staffing helps to reduce the work of teachers including the P. E. teacher(s).

7.3 Hypothesis 3: There will be no significant difference between Senior High Schools and the Colleges of Education on Scheduling of Physical Education.

This research question sought to identify the differences (if any) in P. E. periods at the Senior High Schools and the Colleges of Education. An independent sample t-test was calculated on views of the students, tutors, and administrators to test this research question.

Table 3: Comparison between Senior High Schools and Colleges of Education on Scheduling of P. E. Periods

Parameters	Groups	N	\bar{x}	SD	t	df	Sig(2-tailed)
Students	SHS	120	1.46	.50	.21	178	.83
	CE	60	1.48	.50			
Tutors	SHS	23	3.20	1.64	1.51	33	.13
	CE	12	1.75	.45			
Administrators	SHS	30	1.76	.81	.13	43	.89
	CE	15	1.73	.70			

From Table 3, the results for the students indicated that there was no significant difference between the views expressed by the students of SHS and CE on scheduling of P. E. periods, $t(178) = .21, p > .05$, SHS ($M = 1.46, SD = .50$) and CE Mean = 1.46 and standard deviation = .50. This implies that Physical Education lessons at both SHS and CE has the same schedule. The results for the tutors indicated that there was a significant difference between the views expressed by the SHS and the CE tutors on scheduling of P. E. periods. $t(33) = 1.51, p > .05$. SHS ($M = 3.20, SD = 1.64$) and CE ($M = 4.00, SD = 1.04$). This implies that physical education lessons at CE have been scheduled well than SHS. The results for the administrators indicated that there was no significant difference between the views expressed by the SHS and the CE administrators on scheduling of P. E. periods. $t(43) = .13, p > .05$. SHS ($M = 1.76, SD = .81$) and CE ($M = 1.73, SD = .70$). This implies that Physical Education lessons at CE have been scheduled well than SHSS.

Based on the results of the teachers it can be concluded that there is a significant difference between Colleges of Education and the Senior High Schools on scheduling of P. E. periods. Therefore, I fail to accept the hypothesis which states that there will be no significant difference between Colleges of Education and the Senior High Schools in terms of scheduling P. E. periods. This finding is in with the position held by Felder et al., (2000). They stated that most P. E. teachers prefer the reduced instructional period on the basis that no person, no matter how well paid, can work productively and efficiently for an excessive number of hours. However, Casey, Dyson and Campbell, (2009) are of the view that, the P. E. teacher should recommend the type of scheduling required to the head of institution with due consideration to the master time table.

7.4 Hypothesis 4: There will be no significant difference between Senior High School and the College of Education on Provisions made for Changing Rooms and Showers

This research question sought to identify the differences (if any) in the provisions made for changing rooms and showers at the Senior High Schools and the Colleges of Education. An independent sample t- test was calculated on views of students, tutors, and administrators to test this research question.

Table 4: Comparison between Senior High Schools and Colleges of Education on Provisions made for Changing Rooms and Showers

Parameters	Groups	N	\bar{x}	SD	T	df	Sig(2-tailed)
Students	SHS	120	4.23	.42	3.48	178	.09
	CE	60	3.03	.18			
Tutors	SHS	23	4.37	.57	2.32	33	.02
	CE	12	3.91	.51			
Administrators	SHS	30	4.53	.50	.84	43	.40
	CE	15	4.66	.48			

The results from Table 4 indicated that there is a significant difference between the views expressed by the students of SHS and CE on the provisions made for changing rooms $t(178) = 3.48, p < .05$, SHS ($M = 4.23, SD = .42$) and CE ($M = 3.03, SD = .18$). This suggests that the colleges of education have changing rooms while the senior high schools do not have changing rooms.

The results for the tutors indicated that there is a significant difference between the views expressed by the SHS and the CE tutors on the provisions made for changing rooms; $t(33) = 2.32, p < .05$. SHS ($M = 4.27, SD = .57$) and CE ($M = 3.91, SD = .15$). This implies that CE students have a place for changing while SHS students do not have a place for changing.

The results for the administrators indicated that there is no significant difference between the views expressed by the SHS and the CE administrators on the provisions made for changing rooms $t(43) = .84, p > .05$. SHS ($M = 4.53, SD = .70$) and CE ($M = 4.66, SD = .48$). Therefore, both college of education and senior high schools do not have a place for changing.

Based on the results of the students and the teachers, it can be concluded that there was a significant difference between Colleges of Education and Senior High Schools on the provisions made for changing rooms. Therefore, I fail to accept the hypothesis which states that “there will be no significant difference between Colleges of Education and Senior High Schools on provisions made for changing rooms”.

This finding is in contrast with the findings of Curtner-Smith (2001), who opined that teachers should spend a few minutes to discuss the importance of personal hygiene and why showering is necessary. Additionally, he suggested that students should be encouraged to shower after vigorous activities but should be allowed to make a choice after a less vigorous or strenuous activity. He further suggested that ten minutes is adequate for students to shower, dress and groom themselves after exercising. This study shows that due to the absence of showers and changing rooms, students are denied the chance to prepare themselves for other lessons after physical education practical lessons.

8.0 CONCLUSIONS

Based on the findings of the study, it was concluded that:

1. both CE and the SHSS receive the same support in terms of funding for teaching and learning physical education and sports.
2. Provision made for P. E. personnel at the Colleges of Education and the Senior High School are not different.
3. Physical Education lessons are well scheduled at the college of education than the Senior High Schools

4. students at the college of education have much changing rooms facilities for physical education practical lessons whereas students at the senior high schools do not have such facilities in adequacy.
5. Colleges of Education students have access to P.E. textbooks while Senior High School students do not have access to P.E. textbooks.
6. Colleges of Education have more equipment and facilities than SHS do have.

CONSENT AND ETHICAL APPROVAL

All ethical procedures required were followed. Participants were made to indicate their willingness to participate in the study and a written consent was collected and preserved by the author.

RECOMMENDATIONS

Based on the conclusions, it is recommended that:

1. the government should try as much as possible to provide Senior High Schools and the Colleges of Education enough equipment and facilities for physical education and sports.
2. administrators at both the Colleges of Education and the Senior High Schools should provide adequate funds to support Physical Education and sports in their respective schools.

References

- Asamoah, G. K., & Duodu, F. (2007). *Introduction to research methods in education*. Winneba: Institute for Educational Development and Extension.
- Atta, E. T., & Ayensu, E. K. (2006). *Teaching physical education: A guide to teachers*. Kumasi: learners' Publishers.
- Ashworth, K. (2007). *Reading in sports psychology*. Boston: Wmc Brown Publishers.
- Capel, S., & Whitehead, M. (2015). *Learning to teach physical education in the secondary school: A companion to school experience*. Routledge.
- Casey, A., Dyson, B., & Campbell, A. (2009). Action research in physical education: Focusing beyond myself through cooperative learning. *Educational Action Research*, 17(3), 407-423. <https://doi.org/10.1080/09650790903093508>
- Curtner-Smith, M. D. (2001). The occupational socialization of a first-year physical education teacher with a teaching orientation. *Sport, Education and Society*, 6(1), 81-105. <https://doi.org/10.1080/713696040>
- Darmawan, A., & Asmawi, M. (2017). Development of Basic Movement Model Based on Interactive Multimedia for Elementary Students. *Jipes-Journal of Indonesian Physical Education and Sport*, 3(2), 95-109. <https://doi.org/10.21009/JIPES.032.08>
- DiMaggio, P., Nag, M., & Blei, D. (2013). Exploiting affinities between topic modeling and the sociological perspective on culture: Application to newspaper coverage of US government arts funding. *Poetics*, 41(6), 570-606. <https://doi.org/10.1016/j.poetic.2013.08.004>
- Fayol, H. (2008). *Organizational behaviour and leadership*. Canada: Boskwa Publishing.
- Felder, R. M., Woods, D. R., Stice, J. E., & Rugarcia, A. (2000). The future of engineering education: Part 2. Teaching methods that work. *Chemical engineering education*, 34(1), 26-39.
- Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). Co-teaching: An illustration of the complexity of collaboration in special education. *Journal of educational and psychological consultation*, 20(1), 9-27. <https://doi.org/10.1080/10474410903535380>

- Harrison, J. M., & Blackmore, C. L. (1992). *Instructional strategies for secondary school physical education* (3rd ed.). Dubuque: Wmc Brown Publishers.
- Hicks, R. D. (Ed.). (2015). *Aristotle de anima*. Cambridge University Press.
- Humphreys, B. R. (2006). The relationship between big-time college football and state appropriations for higher education. *International Journal of Sport Finance*, 1(2), 119-128.
- Jensen, C. R. (2008). *Administrative management of physical education and athletics programmes* (2nd ed.). Philadelphia: Lea and Febiger.
- Odden, M. C., Odden, B. L., & Kelly, J. G. (2002). *Administrative practices in physical education and athletics*. Massachusetts: Addison-Wesley Publishing Company.
- Odedeyi, O., & Onifade, A. (1998). Administrative support for the teaching of physical education and sports coaching in secondary school. *Journal of educational management*, 1 (1), 102-114.
- Perez, S. R., del Barco, B. L., Bernal, J. J. G., & Gallego, D. I. (2021). Cooperative learning and approach goals in physical education: The discriminant role of individual accountability. *Revista de Psicodidáctica (English ed.)*, 26(1), 78-85. <https://doi.org/10.1016/j.psicoe.2020.11.001>
- Rahmat, Z. (2017). Model development of learning basic motion non-locomotor for SMP student. in *proceedings of the 1st international conference on innovative pedagogy (ICIP) 2017*. STKIP Bina Bangsa Getsempena.
- Wuest, D. A., & Bucher, A. (1999). *Foundations of physical education and sports* (13th ed.). Dubuque, Iowa: WCB McGraw-Hill Incorporated.
- Yelkper, D., Namale, M., Esia-Donkoh, K., & Ofosu-Dwamena, E. (2012). Effects of Large Class Size on Effective Teaching and Learning at the Winneba Campus of the UEW (University of Education, Winneba), Ghana. *Online Submission*.
- Zeng, H. Z., Hipscher, M., & Leung, R. W. (2011). Attitudes of high school students toward physical education and their sport activity preferences. *Journal of Social Sciences*, 7(4), 529-535.