OUT-SEGMENT SUPERVISION IN COLLEGES OF EDUCATION IN GHANA: BARRIERS AND WAY FORWARD

Samuel Nti-Adarkwah[1], Francis Ofori[2], William Kwabena Nantwi[3], and Peter Obeng[4]

[1](Depatment of Education). Offinso College of Education, Box7, Offinso-Ashanti, Ghana.
[2](Department of I.C.T.) Offinso College of Education, Box 7, Offinso-Ashanti, Ghana.
[3](Department of Vocational Skills) Offinso College of Education, Box 7 Offinso-Ashanti, Ghana.
[4](Department of Creative Arts) Offinso College of Education P. O. Box 7. Offinso-Ashanti, Ghana.

ABSTRACT: *The purpose of this descriptive survey was to assess and analyse the challenges and suggestions for improving the Out- segment supervision of colleges of education in the Ashanti region of Ghana. The study used 207 link tutors and 334 mentees with a semi-structured questionnaire as primary data collection instrument. Results of the items were analysed using content analysis approach. The study revealed that the Out-segment supervision was being carried out effectively however, there were some challenges that needed to be addressed. Generally, some of the findings were poor vetting of teaching notes, inadequate teaching and learning materials, lack of transportation from college to schools of practice, inadequate advanced preparation by mentees before teaching, poor remuneration, supervisors not arriving on time at mentees' schools of practice. Management of colleges of education are advised to address these perennial problems until they are no longer teething challenges in the supervision of Out-segment programme.*

KEYWORDS: Supervision, Out-segment, Teacher education, Mentees, Link Tutors.

INTRODUCTION

Instructional supervision at the colleges of education usually involves college tutors observing and evaluating lessons in a classroom, documenting the student teacher's (mentee) performance, and sharing suggestions for improvement. GES (2000) indicates that adequate and effective supervision of mentees is the key activity for the desired success for the Out-segment teaching practice programme to be achieved. The process of instructional supervision in schools generally involves face-to-face visits to the teacher's classroom in an observation and evaluation model (Glickman et al., 2001). Certain criteria are observed and recorded and a report is generated as a part of the supervision process in a physical school environment. The report is analysed and suggestions for improvement are shared with the student-teacher to enhance teaching performance. The primary objective of the supervision process in schools is to offer teachers direct assistance to improve their performance toward the goal of increasing student learning (Glickman et al., 2001. Nolan & Hoover, 2004., and Marzano, 2007).

Marzano (2007) further explained that supervision is highly instruction-related but not highly pupil-related and that supervision is a major function of the school operation, not a task or a specific job or a set of techniques. Marzano, in his evaluation of the National Conference on Teacher Education in 2001, advised that the present one –way communication nature of the post observation conference must give way to a two –way communication between the student

–teacher and the supervisor. How tutors at the colleges of education in Ashanti region of Ghana are able to adhere to Marzano's advice is a test case for teacher education and a greatest concern of this research. It is in light of this background that the researchers decided to undertake this study to find out the challenges and suggestions for improving the out segment supervision of colleges of education in the Ashanti region of Ghana.

Purpose and Objective of the study

Based on the above background, the main purpose of this study is to assess and analyse the barriers and way forward for improving the out segment supervision of colleges of education in the Ashanti region of Ghana.

REVIEW OF LITERATURE

Structure of initial Teacher training in Ghana

Currently, the National Council for Tertiary Education (NCTE) in collaboration with University of Cape Coast provide initial teacher education through the 46 public teacher training Colleges in Ghana. The model of practical training is college supervision.

The introduction of the 3-year IN-IN-OUT programme at the current Colleges of Education was an innovation introduced to meet the need for quality education in the schools (Anamuah-Mensah, 1997).With this, the students spend two years doing academic work in the College and use the last year for teaching practice in catchment schools across the country. This new system extends the 4-week teaching practice to 40 weeks.

Meaning of Supervision

Supervision plays a major role in Businesses and corporations in relation to evaluation of employee's performance for retention, promotion and accountability for completing job related tasks. (Adeel, 2010, & Kettle, 2015) see supervision as an accountable, two-way process, which supports, motivates and enables the development of good practice for individual social care workers, which improves the quality of service provided by the organization. Education is no different, requiring supervision of classroom instruction to evaluate a teacher's effectiveness. Supervision in teacher education is the cycle of activities between a supervisor and student-teacher with the objective of improving the quality of their work, their practice and the wider profession (Patrick & Dawson, 1985, Hawkins and Shohet, 2012). Omemu, (2017) assert that Instructional supervision in the modern era should centre on the improvement of the teaching-learning situation to the benefits of both the supervisors and student-teachers to help in the identification of areas of strength and weaknesses of student-teachers, and design follow-up activities that should be directed at the improvement of identified areas of their weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations

Supervisor's Role in Supervision

The main purpose of the teaching practice supervisor is that of providing assistance to student teachers for them to become accomplished in the art and science of effective teaching (Adentwi, 2005). Adentwi further stated these among the numerous roles of the supervisor in supervision.

1. It is the duty of the teaching practice supervisor to teach student teachers how to teach by applying the various skills and techniques which they have been taught under the methods of teaching course.

2. The supervisor must also teach the student teacher how to prepare lesson plans to guide their lesson presentations during the practice period.

3. It is the responsibility of the supervisors to coach student teachers on the techniques of effective lesson presentation.

4. The supervisor also has the responsibility to help students learn to prepare teaching and learning materials and to use them effectively to illustrate their teaching.

Impact of Teaching Practicum on Student Teacher Development

Field-based experiences influence student teachers' professional development profoundly as it gives them opportunities to experience real classrooms and put into practice the theories they have been taught in their preparatory class. (Farrell 2008., Ngidi & Sibaya, 2003., Ontario College of Teachers,2014).

A study conducted by Cantalini-Williams, M., Cooper, L., Grierson, A., Maynes, N., Rich, S., Tessaro, M. L., Brewer, C. A., Tedesco, S., & Wideman-Johnston, T. (2014) on the benefits of teaching practicum on teacher development reveals a lot of benefits including; connecting theory to practice, improving critical thinking and problem-solving abilities, developing in-depth exposure to resources available in the community, engaging with diverse community agencies, developing social values, and preparing for various life challenges. Some authors like (Leshem & Bar-Hama, 2007.,Bezzina & Michalack, 2008 Hascher, Cocard, and Moser 2004) also share similar view with (Farrell 2008) and other authors aforementioned that teaching practicum is critical to the development of student teachers because they can apply practical pedagogical knowledge acquired during the didactic lessons and workshops.

Barriers to effective teaching practicum

Even though, a lot of studies have shown that the IN-IN-OUT programme is more effective approach to the training of teachers in the colleges of education, there are some challenges that emerged from the literature as an important issue.

Cantalini-Williams, et el. (2014) studies on pre- service teachers practicum placements and their related challenges, revealed some problems including role clarification, timing and structure issues, the need for additional support from the institution, and the need for a paradigm shift in regard to traditional teaching practice, student teachers' prior perceptions of teaching as specifically the preparation of lessons for classroom instructions and others. (Darling-Hammond 1999; Zeichner 1990, 1996; Goodlad 1990., Beck & Kosnick 2002), also identified some challenges related to teaching practicum like lack of a coherent philosophy of teaching and learning that guides both the campus programme and the practicum.

A similar study conducted by Aboagye and Kutor (2006), also identified challenges like: delays in payment of feeding grants, water problems, accommodation, poor community relations, absence of textbooks and late supply of Distance Learning Materials (DLMs). Other concerns raised about the "OUT" segment of the IN-IN-OUT programme were: too much work load for trainees in teaching, preparing of own food, study circle meeting and writing of project work;

lack of incentive package for mentors and link tutors and inability of communities to sustain 'free accommodation' for mentees. The persistence and prevalence of these problems might have reduced but need to be addressed until they are no longer teething challenges in the supervision of out-segment of the IN-IN-OUT programme. It is in light of these identified issues that the researchers decided to undertake this study to find out the challenges of the out segment supervision of colleges of education in the Ashanti region of Ghana and analyse ways for improving the process.

METHODOLOGY

This descriptive survey employed purposive and stratified sampling techniques to select the respondents for the study. They consisted of Mentees and link tutors from the seven colleges of education in the Ashanti region. The target population for the study therefore consisted of 2,089 persons involving 1,761 mentees and 328 link tutors.

Table 1: Sample Distribution of Participants by College.

College	Total number of mentees	%	Estimated Number of mentees selected	Actual respondent (Mentee)	Total number of link-tutors	%	Estimated Number of link – tutors selected	Actual respondents (Link-tutors)
Wesco	293	17	55	39	65	20	36	42
Offinso	290	16	52	59	56	17	30	35
Akrokerri	297	17	55	61	46	14	25	28
St. Louis	277	16	52	58	50	15	27	27
St. Monicas	195	11	36	40	39	12	22	24
Mamtech	220	12	39	38	40	12	22	31
Agogo	189	11	36	39	32	10	18	20
Total	1761	100	325	334	328	100	180	207

Table 1 is a sample distribution of participants by college that was used to select the sample size from the various colleges of Education.

Sample and Sampling Techniques

To facilitate selecting an appropriate sample size, Yamane (1967) developed a simple formula that suggests that the appropriate sample size could vary for various large population sizes. The sample size for the present study was calculated based on the sample size determination guidelines of Yamane. According to Yamane, the sampling size can be calculated at 95% confidence level by using this formula:

$$n = \left(\frac{N}{1 + N(e)^2} \right)$$

15

Where n = sample size

N= number of the statistical population

e = margin of error, i.e. 0.05

Based on the above formula, the sample consisted of 325 mentees and 180 link tutors. Together, the total sample size was 505 respondents. A stratified sampling technique was used in selecting mentees from the four mixed colleges to ensure that male and female mentees were adequately represented while a simple random sampling (lottery method) was used to select those of the single sex schools.

Research Instrument

The main research instrument that was used was a Questionnaire for the mentees and the link tutors. Questionnaire here was appropriate because all the prospective respondents were literates. Respondents were asked, in open-ended questions, to identify some challenges and suggestions for improving the out segment supervision of the IN-IN-OUT programme of colleges of education in the Ashanti Region of Ghana.

Test for Reliability of Instrument

One of the most commonly used indicators of internal consistency is Cronbach's alpha coefficient. For most social science research, according to Hair, Black, Babin &Anderson (2010) and Straub, Boudreau, and Gefen (2004), the Cronbach alpha coefficient of a scale should be .70 or above. In the current study, the Cronbach alpha coefficient was .91 for the mentees' instrument and .85 for the Link tutors' instrument. These indicate that the research instruments had high reliability.

Content Analysis of Challenges and Suggestions for Improvement

Respondents were asked, in open-ended questions, to identify some challenges and suggestions for improving the out segment supervision of the IN-IN-OUT of colleges of education in the Ashanti Region of Ghana. The results of the open-ended items were analysed using content analysis approach. In this approach, similar responses are grouped under one theme to which they reflect and percentages based on frequency count are derived in order to describe the data objectively (Cooper & Schindler, 2006).

ANALYSIS AND DISCUSSION

Challenges Faced by Mentees

For the mentees, 304 out of 334respondents, representing 91% shared their views on the problems facing them in the out-segment supervision in seven colleges of education in the Ashanti Region of Ghana. The results of the content analysis are presented in Table 2.

Table 2: Problems faced by mentees in the out-segment supervision.

S/n	Problems Outlined by Mentees	No	%	Rank
	Teacher Quality			
1	Inadequate TLM/s.eg syllabus ,card boards, textbooks	111	43	1st
2	Too many pupils in a class	6	3	11th
3	Poor vetting of notes	6	2	15th
4	Inadequate number of supervision	2	0.8	17th
	Sub-total	**127**	**36**	**1st**
	Students' support			
5	Stress from workload of mentees	26	10	3rd
6	Mentors abandoning classes for mentees	49	19	2nd
7	Poor mentee-mentor relationship	21	8	4th
8	Poor support from community of practice	9	3.5	8th
9	Colleges to pay the mentees utility bills	2	0.8	17th
10	Mentors not assisting mentees to get information for instructions	9	3.5	8th
11	Mentees posted to classes without mentors	2	0.8	17th
	Sub-total	**118**	**35**	**2nd**
	Autocratic Leadership Style			
12	Autocratic leadership style	9	3.5	8th
	Sub-total	**9**	**3**	**6th**
	School-Community Relationship			
13	Town folks stealing our properties	11	4	7th
14	Poor school- community relationship	2	0.8	17th
	Sub-total	**13**	**4**	**5th**
	Negative Attitudes From Link Tutors			
15	Lack of flexibility	18	7	5th
16	Lack of co-operation	6	2	15th
17	Bad comments	17	7	5th
18	Demanding monies from mentees	8	3	14th
19	Leaving classroom before mentees finish teaching	8	3	14th
	Sub-total	**57**	**19**	**3rd**
	Negative Attitudes from Pupils			
20	Not respecting mentees	8	3	11th
21	Absenteeism	19	7	5th
	Sub-total	**27**	**9**	**4th**

Note: Actual responses =304 out of 334 respondents (91%), TLM – Teaching and learning materials.

According to the table, the first most mentioned supervision problem by the mentees was inadequate teaching and learning materials, occurring 111 times (43%). This was followed by mentors abandoning classes for mentees during the out-segment programme, mentioned by 49 respondents (19%) of those who responded. The third most mentioned problem was stress from workload of mentees, mentioned 26 times representing 10% of those who responded. The fourth most mentioned was poor mentee-mentor relationship, mentioned 21 times, representing 8% of respondents. The fifth mentioned problem was absenteeism on the part of the pupils,

mentioned by 19 of the respondents (7%). However, the least mentioned problems are poor school-community relationship (0.8%), mentees posted to schools or classes where there are no mentors (0.8%), colleges to provide funds for the payment of mentees' utility bills (0.8%), inadequate number of supervision (0.8%), poor vetting of notes by lead mentors of the practicing schools (2%), and tutors demanding money from their mentees after supervising them during the out-segment supervision, mentioned by 3% of the respondents.

Taken together, in terms of categorization of the challenges, the first most mentioned category of problems was teaching quality issues (36%) such as poor vetting of teaching notes, inadequate teaching and learning materials provided by the school of practice and overcrowding of pupils in a class. Some of these findings had previously been discovered by Aboagye and Kutor (2006) such as delays in payment of feeding grants, water problems, accommodation, poor community relations, absence of textbooks and late supply of Distance Learning Materials (DLMs), too much work load for trainees in teaching, inadequate supply of mentees' handbooks and Distance Learning Materials to practice schools and teacher trainees, and inability of communities to sustain 'free accommodation' for mentees. The persistence and prevalence of these problems might have reduced but need to be addressed until they are no longer teething challenges in the supervision of out-segment of the IN-IN-OUT programme. Yet, the problems still exist in schools where mentees of the seven colleges of education in the Ashanti region do their teaching practice.

The second most mentioned category was mentee support issues (35%) such as poor support from the community of practice, poor mentee-mentor relationship, college financing mentees' utility bills, mentors abounding classes for mentees to do their own things, and stress from mentees' workload during the out-segment, which includes combining teaching with the project work, writing of lesson notes, studying of modules or distance learning materials, which comfirms the problems identified by (Darling-Hammond 1999; Zeichner 1990, 1996; Goodlad 1990., Beck & Kosnick 2002., and Aboagye and Kutor (2006).

The third most mentioned challenges was negative attitudes from link tutors (19%) such as lack of flexibility during supervision, lack of co-operation, giving bad comments to students, demanding money from mentees and leaving the class before mentees finish teaching during the supervision. The fourth most mentioned category was negative attitude from pupils towards mentees and their teaching (9%), such as pupils not respecting mentees and absenteeism from class and school. The fifth mentioned category of challenge was school-community relationship (4%) such as town-folks stealing mentees property and poor-school community relationship. This contradicts what is enshrined in GES (2000) regarding school-community relationship. The least mentioned group of challenges was autocratic leadership style of school heads (3%) of schools where students were practising.

Suggestions from Mentees

For the mentees, 304 out of 334 respondents, representing 91% shared their views on suggestions for improving the out-segment supervision in seven colleges of education in the Ashanti Region of Ghana. The results of the content analysis are in Table 3.

Table 3: Suggestions from Mentees.

S/n	Suggestions from Mentees	No.	%	Rank
1	Getting information about communities of practice before mentees are posted	12	5	6th
2	Informing mentees about supervisors' visit	60	23	2nd
3	Discussing teacher's expectations with mentees before teaching	2	0.8	10th
4	Discussing with the findings of their teachings	20	8	4th
5	Regular visit by the co-ordinators to address mentees welfare needs	29	11	3rd
6	Supervisors to supervise in their subject areas	5	2	7th
7	Tutors must improve upon their methods of teaching	6	2	7th
8	Provision of decent residential facilities	80	31	1st
9	Provision of orientation services for mentors and lead mentors	17	7	5th
10	Provision of orientation services for fresh tutors before beginning supervision	6	2	7th
11	Organization of cluster meetings for mentees	2	0.8	10th

According to the table, the first most mentioned suggestion was provision of decent residential facilities for mentees in their communities of practice teaching, occurring 80 times representing 31%. This followed by the suggestion that supervisors should inform mentees about their visit, mentioned 60 time (23%).

The third ranked suggestion is regular visit by co-ordinators of colleges of education at mentees' places of practice to address their welfare needs, mentioned 29 times (11%), GES (2000). The fourth ranked suggestion was supervisors' discussing with mentees about feedback on mentee teaching, occurring 20 times, representing 8%. The fifth ranked suggestion was that there should be provision of orientation services for mentors and lead mentors of schools of practice, mentioned 17 times (7%). The least ranked suggestion for improvement was that supervisors sharing their expectations with mentees before mentees start to teach to be observed.

Challenges Faced by Link Tutors

For the tutors, 123 out of 207 respondents, representing 66.5% shared their views on the problems facing them in the out-segment supervision. The results of the content analysis are presented in Table 4.

Table 4: Problems faced by link tutors in the supervision process.

S/n	Problems Outlined by Link Tutors	No.	%	Rank
1	Limited time for supervision(time to set off from college to schools of practice)	23	18.6	4th
2	Inadequate advanced preparation by mentees	26	21	2nd
3	Contradictions in lesson notes preparation	6	5	11th
4	Poor communication to mentees about supervisor's visit	11	9	8th
5	Mentees inability to prepare and use appropriate T/LMs	12	10	6th
6	Mentees negative attitudes like truancy and absentees	18	15	5th
7	Mentees failure to prepare lesson notes	9	7	9th
8	Mentees getting pregnant	2	2	14th
9	Inadequate use of T/LMs during teaching	4	3	11th
10	Co-curricular activities interfering with supervision	6	5	11th
11	Poor support from mentors	12	10	6th
12	Lead mentors negative attitudes like covering mentees, unfriendly to tutors, etc.	7	6	10th
13	Transportation to schools of practice	30	24	1st
14	Poor remuneration	25	20	3rd

Note: Actual responses =123 out of 207respondents (59.42%)

The first most mentioned supervision problem by the link tutors was transportation from college to schools of practice, mentioned 30 times (24%). The second most mentioned is inadequate advanced preparation by mentees before teaching, occurring 26 times (21%). The third ranked challenge was poor remuneration, occurring 25 times (20%). The fourth ranked item was limited time for supervision resulting from late arrival of supervisors at mentees' schools of practice. The fifth ranked item was some mentees' negative attitude such as truancy and absenteeism, occurring 18 times (15%). The above problems identified by this study are in line with the problems discovered by (Goodlad 1990., Beck and Kosnick 2002., & Aboagye and Kutor 2006) in their similar studies conducted earlier.

FINDINGS, CONCLUSION AND RECOMMENDATION

What challenges do mentees face in the supervision process?

On challenges faced by mentees during the supervision process, 304 out of 334 mentee respondents, representing 91% shared their views on the problems facing them in the out-segment supervision in seven colleges of education in the Ashanti Region of Ghana. The study found that:

1. The first most mentioned supervision problem by the mentees was inadequate teaching and learning materials, occurring 111 times (43%).

2. This was followed by mentors abandoning classes for mentees during the out-segment programme, mentioned by 49 respondents (19%) of those who responded.

3. The third most mentioned problem was stress from workload of mentees, mentioned 26 times representing 10% of those who responded.

4. The fourth most mentioned problem was poor mentee-mentor relationship, mentioned 21 times, representing 8% of the respondents.

5. The fifth mentioned problem was absenteeism on the part of the pupils, mentioned by 19 of the respondents (7%).

6. However, the least mentioned problems were poor school-community relationship (0.8%), mentees posted to schools or classes where there are no mentors (0.8%), colleges to provide funds for the payment of mentees' utility bills (0.8%), inadequate number of supervision (0.8%), poor vetting of notes by lead mentors of the practicing schools (2%), and tutors demanding money from their mentees after supervising them during the out-segment supervision, mentioned by 3% of the respondents.

7. Taken together, in terms of categorization of the challenges, the most mentioned category of problems was teaching quality issues (36%) such as poor vetting of teaching notes, inadequate teaching and learning materials provided by the school of practice and overcrowding of pupils in a class.

8. The second most mentioned category was mentee support issues (35%) such as poor support from the community of practice, poor mentee-mentor relationship, college financing mentees' utility bills, mentors abounding classes for mentees to do their own things, and stress from mentees' workload during the out-segment, which includes combining teaching with the project work, writing of lesson notes, studying of modules or distance learning materials.

9. The third most mentioned challenges were negative attitudes from link tutors (19%) such as lack of flexibility during supervision, lack of co-operation, giving bad comments to students, demanding money from mentees and leaving the class before mentees finish teaching during the supervision.

10. The fourth most mentioned category was negative attitude from pupils towards mentees and their teaching (9%), such as pupils not respecting mentees and absenteeism from class and school.

11. The fifth mentioned category of challenge was school-community relationship (4%) such as town-folks stealing mentees property and poor-school community relationship.

12. The least mentioned group of challenges was autocratic leadership style of practicing school heads (3%).

What challenges do supervisors face in the supervision process?

For the link tutors, 123 out of 207 respondents, representing 66.5 % shared their views on the problems facing them in the out-segment supervision in seven colleges of education in the Ashanti Region of Ghana. The study found that:

1 The first most mentioned supervision problem by the link tutors was transportation from college to schools of practice, mentioned 30 times (24%).

2   The second most mentioned challenge was inadequate advanced preparation by mentees before teaching, occurring 26 times (21%).

3   The third ranked challenge was poor remuneration, occurring 25 times (20%).

4   The fourth ranked item was limited time for supervision resulting from late arrival of supervisors at mentees' schools of practice.

5   The fifth ranked item was some mentees' negative attitude such as truancy and absenteeism, occurring 18 times (15%).

6   However, the least mentioned items were mentees getting pregnant, occurring twice representing (2%), inadequate use of teaching and learning material during teaching, mentioned by 3% of the respondents, and contradictions between lead mentors and link tutors views on lesson notes preparation by mentees, occurring six times (5%).

7

CONCLUSION

In this study the main purpose was to empirically assess and analyze barriers and way forward for improving the out segment supervision of colleges of education in the Ashanti region of Ghana. Using primary data collected from mentees and link tutors from the seven colleges, the results indicate that in spite of the efforts put in by the management and leadership for the supervision programme, mentees and tutors believed that there is still more to be done in order to improve the quality of supervision in the seven colleges of education. Specifically, the study revealed that there were problems such as poor vetting of teaching notes, inadequate teaching and learning materials and overcrowding of pupils in a class. Also, the study identified some challenges college tutors (link tutors) face in the supervision of the out segment programme like lack of transportation from college to schools of practice, inadequate advanced preparation by mentees before teaching, poor remuneration, limited time for supervision resulting from late arrival of supervisors at mentees' schools of practice, mentees' negative attitude such as truancy and absenteeism.

Recommendations

Findings of the study show that there are some setbacks regarding supervision of the Out-segment of the In-In-Out programme in the seven colleges of education in Ashanti Region of Ghana. It is therefore recommended that various remedial measures should be put in place to overcome the setbacks by stakeholders of teacher education. On the basis of the findings, the following are some of the implications and recommendations for educational leadership and management.

Motivation of lead Mentors and Mentors

To ensure responsibility and willingness on the part of lead mentors and mentors to give the necessary assistance to mentees, funds should be sourced to adequately reward them as source of motivation. This is likely to enhance the effectiveness of the out-segment supervision programme and ensure effective performance. This is particularly important when one considers the fact that allowance paid to mentors and lead mentors for their supervisory role is grossly inadequate (MOE, 2000).

Provision of Transport Facility for Supervision Exercise

It is recommended in order to avoid undue supervisors' lateness which in turn pushes them to rush in the supervision activities; stakeholders of teacher education should endeavour to provide adequate and good transportation facilities for the purpose of the supervision.

Timely Provision of Curriculum Materials to Mentees

It is suggested that curriculum materials such as teachers' notebooks, copies of pupils' textbooks, syllabus and other teaching and learning materials should be given to mentees on time by college authorities. This is to avoid situations where mentees will begin their out-segment teaching without having access to those materials to work with.

Community Support

Communities in which mentees do their teaching practice must endeavor to assist mentees by providing them with decent accommodation facility. It is recommended that instead of renting accommodation facilities for mentees, communities should build accommodation facilities purposely for mentees to use during their Out-segment teaching practice.

Introduction of Movement and Time Books

It is strongly recommended that lead mentors in schools where students practice should use movement and time books to track the movement of mentees to check mentee truancy, absenteeism and persistent lateness to school or duty. This is likely to put some more seriousness in mentees and help them to be up to their task in their various schools of practice.

Review of Supervisors' Allowance

It is recommended that management of colleges should review the allowances given to link tutors for their supervision as a form of motivation to boost their morale. This is particularly important means of controlling some of the negative attitudes and behaviours of link tutors during supervision such as demanding money from mentees after supervising them, making negative comments about the supervision exercise, among others

Educating Student-Teachers on Development of Instructional Materials

Tutors in colleges in education should give much attention to teaching student-teachers preparation of lesson notes, and the development and use of appropriate teaching and learning materials. This is because the study revealed that majority of the mentees did not know how to prepare instructional materials and their appropriate use in their instructions and in their teaching notes.

Reconciling the Differences in Lesson Notes Format

Stakeholders of teacher education should endeavour to organize in-service training sessions for link tutors and lead mentors of those practicing schools to reconcile the contradictions on lesson notes format.

Establishing Monitoring Committee

It is recommended that management of colleges of education should form monitoring committees to visit mentees at their schools of practice regularly, and to help address their welfare needs.

Suggestions for Future Research

This study assessed the barriers and the way forward of supervision of the Out-segment teaching practice delivered by the seven colleges of education in the Ashanti Region of Ghana using a survey research design. It is recommended that future research should use different methodology such as observation, projective techniques and in-depth interviews to study the phenomenon and compare the results. It is suggested that future research should explore the following areas:

1. The impact of supervisors' attitude on student performance in the teaching practice.

2. The impact of community support on effective supervision of mentees in Ghanaian colleges of education.

3. The role of ICT in effective supervision of teacher trainees in colleges of education in Ghana.

REFERENCES

Aboagye, J.K. & Kutor, N.K., (2006). *Evaluation of the out-segment component of the initial teacher training programme.*(Unpublished)

Adeel, A. N. (2010). *Concept of supervision.*

Adentwi, K.I. (2005). *Principles, practices and issues in teacher education*. Kumasi: Cubic Osono press.

Anamuah-Mensah, J. (n.d.) *Role of practicum in teacher education in Ghana*. Retrieved from http://www.jamensa.com/speeches/practicum.doc

Beck, C., and Kosnick, C. (2002). Professors and the practicum: involvement of university faculty in preservice practicum supervision. *Journal of Teacher Education* 53, no. 6: 6–19.

Bezzina, C., and J. Michalak.(2008). Preparing student teachers for teaching practicum. In *Becoming a teacher educator: Theory and practice for teacher educators,* ed. A. Swennen and K. Marcel, 163–71. Amsterdam: Springer.

Cantalini-Williams, M., Cooper, L., Grierson, A., Maynes, N., Rich, S., Tessaro, M. L., Brewer, C. A., Tedesco, S., & Wideman-Johnston, T. (2014). *Innovative Practicum Models in Teacher Education: The Benefits, Challenges and Implementation Implications of Peer Mentorship, Service Learning and International Practicum Experiences.* Toronto: Higher Education Quality Council of Ontario.

Cooper, D. R., & Schindler, P. S. (2006).*Business Research Methods.* New York, NY: McGraw-Hill.

Darling-Hammond, L. (2000).*Teacher quality and student achievement: A review of state policy evidence.* Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.

Farrell, T. 2008. Here's the book, go teach the class: ELT practicum support. *RELC Journal* 39: 226–41.

GES, TED (2001). *Implementation of the IN-IN-OUT Programme for Teacher Training Colleges.*1 - 12

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2001).*Supervision and instructional leadership .*Needhan Heights, MA: Allyn and Bacon.

Goodlad, J. (1990). Connecting the present to the past. In *Places where teachers are taught,* ed. J. Goodlad, R. Soder, and K. Sirotonik, 3–39. San Francisco, CA: Jossey-Bass.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010).*Multivariate data analysis.* Englewood Cliffs, NJ: Prentice Hall.

Hascher, T., Cocard, Y.S & Moser, P. (2004). Forget about theory – practice is all? Student teachers' learning in practicum. *Teachers and Teaching: Theory and Practice* 10, no. 6: 623–37.

Hawkins, P. & Shohet, R. (2012). Supervision in the Helping Professions, 4th ed., Maidenhead, Open University Press.

Kettle, M. (2015). Achieving Effective Supervision, Insight 30. IRISS,www.iriss.org.uk

Leshem, S., and R. Bar-Hama. (2007). Evaluating teaching practice. *ELT Journal* 62, no. 3: 257–65.

M.L. Gomez, 215–34. New York: Teachers College Press.

Marzano, R. J. (2007).The art and science of teaching: A comprehensive framework for effective instruction*. Hawker Brownlow Education.*

Ngidi, D. P. & Sibaya, P. T. (2003).Student teacher anxieties related to Practice teaching. South African. *Journal of Education* , 23(1) 18-22.

Nolan, J. F., & Hoover, T. (2004).*Can a supervisor be a coach? Not in educational supervision: Perspectives, issues, and controversies*. Norwood, MA: Christopher-Gordon.

Ontario College of Teachers. (2014). *Initial teacher education: teacher education programs*. Retrieved from http://www.oct.ca/public/the-public-interest/how-teachers-are-certified/initial-teacher-education

Patrick, E. M. & Dawson, J. A. (1985).*Case studies of five teacher supervision/evaluation systems*. (Report No. ED 376 615). Harrisburg, PA: Pennsylvania Department of Education.

Retrieved September 10, 2011 from http://www.asiadell.yalosite.com/education/concept-of-supervision.

Straub, D., Boudreau, M. C., & Gefen, D. (2004). Validation guidelines for positivist research. *Communications of the AIS13*(24), 380-427.

Yamane, T. (1967). *Statistics: An introductory analysis*. New York: Harper and Row.

Zeichner, K. (1990). Changing directions in the practicum: Looking ahead to the 1990s. *Journal of Education for Teaching* 16, no. 2: 105–32.

Zeichner, K. (1996). Designing educative practicum experiences for prospective teachers. In *Currents of reform in pre-service teacher education,* ed. K. Zeichner, S. Melnick, and