An Explanatory Sequential Approach to Conflicting Views Among Supervisors During Off – Campus Teaching Practice Supervision at The University of Cape Coast

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Abstract

This research investigated the conflicting views amongst supervisors during the teaching practicum supervision on the field experience (Off -Campus) at the University of Cape Coast. The researchers employed the pragmatist philosophy towards research which employed the sequential explanatory mixed method design. Multi-stage and the proportionate stratified sampling technique were used to select respondents for the study. Questionnaire were the main instrument for gathering quantitative responses. However, focus group discussion guide, interview and content analysis were used to gather both qualitative data for the study. The quantitative results were presented through descriptive and inferential statistics, using tables, percentages, frequencies as well means and standard deviations. The qualitative analysis was in the form of narratives and thematic analysis. The study revealed that the remarks given by supervisors have tremendous impacts on the teaching of student-teachers. The study further established that, the student-teachers careless about the remarks made by supervisors thereby rejecting especially the negative remarks of the supervisors and others also challenged the comments of supervisors when they felt what they have done was right. The result of the hypothesis revealed that there is no statistically significant difference in the reactions of student-teachers towards the remarks of supervisors in terms of gender.
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Introduction

The off-campus teaching practice gives the University of Cape Coast, the chance to assess how far students have absorbed the curriculum and the extent to which they can apply it in teaching. In Ghana, it is compulsory for student- teachers to participate in both on-campus and off-campus teaching practice and pass in order to be qualified as a professional teacher. Off-campus Teaching practice therefore occupies a key position in the programme of teacher education and it is a common professional element in the preparation of student-teachers (Kudiewu, Osei, Agyei & Amenya, 2013). On that note, Off-campus teaching practice is and should be a must in the teacher training curriculum if nations want to produce professionally well-trained and equipped teachers for national development.

The College of Education studies of the University of Cape Coast has created a Teacher Professional Development Centre to address issues concerning teaching practice and its supervision. The Teacher Professional Development Centre is responsible for assigning supervisors to supervise the student-teachers whilst they undergo the off-campus teaching practice programme. Supervisors are allocated to various schools where student-teachers are undertaking their teaching practice. The role of the supervisors is to oversee the work of the student-teachers at the time when the teaching is ongoing and, in the process, offer their views or remarks with the sole aim of shaping the student–teacher for the better. In other words, the supervisors are to observe the student-teacher whilst he/she is delivering the lesson so as to give their remarks or views concerning the lesson.

Supervision of student-teachers during teaching practice (i.e. the views/remarks of supervisors) is a very beneficial element in teacher education of every nation. The usefulness of the views or remarks given by supervisors is that, it provides information on the strengths and weaknesses of the student-teacher as well as the various areas that need improvement. According to Oppong (2013) observational remarks provide:

1. student-teachers with the opportunity of establishing an appropriate teacher student's relationship;

2. student-teachers the experience to develop method of control;
3. various means of using the right ways of asking questions;
4. information on how to avoid mannerisms that hinder effective teaching; among others.

Other benefits of observation remarks by supervisors according to Al-Magableh (2010) is that it provides student-teachers with the opportunity of establishing an appropriate teacher student's relationship; in addition, it provides student-teachers the experience to develop method of control and various means of using the right ways of asking questions. Despite these well-known benefits of supervisors' remarks, it has been increasingly noted that student-teachers often complain that supervisors' views do conflict with each other on the same issue (Sternberg, 1998).

The researchers have developed an interest in the fact that most student-teachers usually complain about the difficulties and problems they face during the teaching practice programme with regard to conflicting views among supervisors. Against this background, it can be argued that, student teachers face challenges during the teaching practice which include conflicting views among supervisors. Considering this, the researchers would like to investigate into the conflicting views among supervisors during Off-Campus teaching Practice at the University of Cape Coast and suggest possible ways on minimizing such conflicting views.

University of Cape Coast's Philosophy of Teaching Practice
The University of Cape Coast recognizes the major role that Teaching Practice plays in its quest to train high quality teachers. Teaching practice creates the environment vital for student-teachers to develop professional skills. The student-teachers undergo both on-campus (microteaching) and off-campus (macro teaching). The on-campus is carried out in the second semester of the third year of student-teachers whiles the off-campus is also undertaken in the first semester of the fourth year which happens to be the final year.

According to the University of Cape Coast Teaching Practice Handbook (2013), the College of Education Studies believes that teaching is an activity intended to promote learning. The college therefore sees teaching practice as an opportunity to share knowledge, experience, and skills with students in a good environment that values and welcomes diversity. In the view of the University of Cape Coast, that environment should provide opportunities for problem solving, experimentation and discovery of proper teaching strategies. In addition, teaching practice should provide an environment that encourages questioning and discussion in the construction of knowledge for both the learner and the teacher, as well as foster the reflective capacities of observation, analysis, critical thinking and decision making for the teacher in particular (University of Cape Coast teaching practice handbook, 2013).

The university accepts the fact that effective teaching depends on good mastery of subject matter; demonstration of effective use of varied teaching techniques, strategies and resources; warm interpersonal relationships; and thoughtful reflection on practice. It further acknowledges the school and classroom settings where teaching and learning take place as uncertain, dynamic and problematic environment, and therefore, envision a teacher who is a reflective practitioner.

The quality of teacher development practices has become a major concern in recent educational discourse, with a growing emphasis on a reflective approach (Vieira & Marques, 2002), suggesting that quality should be assessed with reference to teacher empowerment through reflection. Brookfield (1995) and Theil (1999) added that the reflective process involves continuous self-observation and evaluation of student-teacher to understand individual actions and reactions of learners.

It is expected that by the end of the off-campus teaching practice, the student-teachers will be able to combine his/her knowledge of subject matter, knowledge of students, knowledge of the broad aims of education and of the political and social contexts of schools with his/her reflective thinking skills. Moreover, the student-teacher should be able to make prudent professional decisions in the performance of his/her duties and also be able to create an environment that maximizes learning for all students (University of Cape Coast teaching practice handbook, 2013). What these imply is that a teacher who is not able to exhibit reflective ability after the off-campus teaching practice is not professionally empowered in terms of the development of content knowledge, pedagogical knowledge.

The University of Cape Coast further holds that teaching practice is a process of learning to teach and teaching to learn. To facilitate this process, the student teacher must experience an extended period of school placement under the guidance of experienced mentors and university supervisors. Also, the student teacher must be prepared not only for work in classrooms but also in schools and communities. Finally, the school experience must begin with the student teacher initially observing a group of mentors, and then taking on some teaching responsibilities under the guidance of mentors before taking charge of a full class in independent teaching. This implies that the teaching practice is meant to develop the totality of the aspiring teacher so as to enhance personal, community and national development. For the teachers' personal development, the College of Education Studies of the University of Cape Coast has it that teaching practice should be directed to provide three main opportunities for the student-teacher. These are the professional knowledge, professional skills and professional attributes and all these constitute the teaching practice exercise. These are supposed to be demonstrated by the student-teachers and

confirmed by the supervisors during the off-campus teaching practice programme. In further discussion of the University of Cape Coast's Philosophy of teaching practice, the duties and responsibilities of the student-teacher was also examined. Some of the duties of the student-teacher according to the University of Cape coast teaching practice handbook (2013) are that, they are expected to:

1. Complete a minimum of 14 periods per week of practical teaching as well as participate in all relevant teaching-related events, in his/her school of practice throughout the teaching practice period
2. Be observed formally on at least six occasions by at least two Faculty Supervisors.
3. Demonstrate advance preparation of lesson plan and resources.
4. Communicate appropriately and effectively with learners.
5. Establish and maintain an inclusive learning environment.
6. Use a range of teaching and learning approaches and resources which are appropriate for learners and which are effective in engaging and motivating and meeting the needs of individual learners.

Some of these responsibilities are very important, for instance, being observed formally on at least six occasions by at least two college supervisors means the trainee will be well groomed for the teaching job, all other things being equal. Meanwhile, some of the responsibilities spelt out are practically too challenging for the teacher-trainee. For example, the completion of a minimum of 14 periods per week of practical teaching as well as participation in all relevant extra and co-curricular activities throughout the teaching practice period is too heavy a load for a teacher-trainee who is an apprentice of the teaching profession. Secondly, for the teacher to use a range of teaching and learning approaches which are appropriate for learners and which are effective in engaging and motivating learners, he/she has to engage in some trial-and-error in the teaching process. This, however, will not augur well for a trainee who is eager to earn higher marks in the exercise since supervisors may not accept any excuse on the basis of using trial-and-error to get the best approach. In the same vein, usually, it is difficult to obtain the range of resources that can meet the needs of individual learners so as to promote inclusive teaching and learning.

Concept of Teaching Practice

Teaching practice refers to the period of time in which a student-teacher gains first-hand experience in working with a particular group of students in a school (Perry, 2003). This means that student-teachers can only gain first-hand experience through teaching practice programme. Stones (1985) asserted that practice teaching is only one of a variety of terms applied to that part of a student-teacher's professional training that involves the student-teacher in trying to teach pupils in colleges. The use of the term teaching practice implies putting into practices theories that you have about teaching. Stones mentioned that other terms such as student teaching, school experience, field experience, internship and practicum are used more or less in the same though to mean teaching practice.

Farrant (1985) categorized teaching practice into two kinds. They are experimental and observational teaching practice. Farrant emphasized that the experimental teaching practice is intended to provide experience which requires a more prolonged stay in a school so that the student-teacher can put into practice the methods he or she has tested and evaluated as worthwhile. The observational teaching practice on the other hand, is where a student-teacher watches experienced teachers at work or their own colleagues teaching, perhaps for the first time, some methods they have discussed.

The concept of teaching practice is made clearer by looking at the objectives of the exercise as enumerated by Akbar (as cited in Haastrup, Hezekial, Adenike & Stella, 2014; p. 23). Some of which are:

1. To provide prospective teachers with the opportunity of establishing an appropriate teacher pupil's relationship.
2. To provide an opportunity of evaluating the student-teachers' potential as a qualified teacher and his/her suitability for the teaching profession.
3. To provide the future teachers with experience in school to overcome the problem of discipline and enable him/her develop method of control.
4. To provide an opportunity to put theories into practice and develop deeper understanding of educational principles and their implication of learning.
5. To enable the student-teachers effectively plan and deliver lessons.
6. To develop skills in the use of fundamental procedures, techniques and method of teaching.
7. To develop desirable professional; interest, attitudes and ideas relative to teaching profession.
8. To enable student-teachers acquire desirable characteristics/traits of a teacher and to display appropriate behaviour.
9. To provide student-teachers with opportunity to have teaching evaluation and to gain from constructive criticism.
10. To provide an opportunity for self-evaluation and to discover one's strength and weakness.
11. To develop skill in future teachers related to teaching like fluent speaking, meaningful reading, using

blackboard and other teaching materials.

The tall list revealed how relevant teaching practice is to the student-teacher. The teaching practice programme at the University of Cape Coast takes the form of On-Campus teaching practice and the Off-Campus teaching practice. In the On-Campus teaching practice, student-teachers engage in peer tutoring, where they introduce, develop and conclude a lesson using their colleagues as a class under the supervision of a lecturer(s) who perform(s) the supervisory role. After the lesson, the strengths and weaknesses in the methodology and approach of the student-teachers are made known to him/her based on which he or she is supposed to improve. The on-campus teaching practice which takes place on the university campus is meant to introduce student-teachers to the art and science of teaching. It is also intended to arouse, sustain teaching skills in student-teachers, build their confidence and motivate them for the work ahead of them. Hence, any weakness in the art or methodology is made known to the student-teachers so that he or she can learn from the mistakes, build upon it, and make sure they are not repeated. Again, the on-campus (stimulation programme) also prepares students and sets the tone for the off-campus teaching practice which is the focus of this study.

The off-campus teaching practice on the other hand is different from the on-campus teaching practice. In the off-campus teaching practice, student-teachers are given the opportunity to choose any school of their own interest outside the university. In that case, the student-teacher must ensure that his/her subject area of specialization is taught in his/her chosen school.

At the University of Cape Coast, the Teaching Practice Unit which falls under the College of Education Studies is responsible for the placement, supervision and assessment of student-teachers on Teaching Practice in the practicing schools. It is important to say that the off-campus teaching practice is usually structured for final year students but the time span within which off-campus teaching practice take place depends on every training institution. At the University of Cape Coast, off-campus teaching practice is a full-semester, full-time, full-day, clinical component of the teacher preparation programme.

During both on-campus and off-campus teaching practice, student-teachers receive guidance and assistance from their professors, supervisors and cooperating school teachers (Al-Mahrooqi, 2011). In some instances, the permanent teacher of the school in which the student-teacher is practicing is considered as a mentor. This mentor is supposed to guide and advise the student-teacher on what goes on in the actual classroom situation such as to how to go about preparing lesson notes, classroom management, giving assignment to students, marking and recording students' marks in the continuous assessment book. All these activities are carried out in support of what they have already been taught in methods of teaching in their various subjects of specialization. In addition, the mentor is expected to be visiting the student-teacher's class more often to see how he/she is coping in the classroom. However, supervisors from the University of Cape Coast (external supervisors) who visit student-teachers during the teaching practice period is required to award marks and grades to student-teachers after sitting in their class and observing how they go about teaching. In this case, the methodology, content and pedagogy become the major areas where supervisors observe critically. The supervisors also advise student-teachers after each class, concerning anything considered as a weakness or setback. It is during this period that the student teacher gets to translate the skills and theories learnt into reality through actual classroom teaching (Patricia Wambugu, Anne Barmao, Joel & Ng'eno, 2013).

Bhargava (2009) found out that most student-teachers reported they feel a lot more confident speaking to students in the position of a teacher after teaching practice exercise than before. This implies that the Teaching Practice programme which is a sub-set of the teacher education programme has made it possible for student-teachers to apply various theories of teaching and learning in the real classroom settings thereby helping them build on their confidence level.

In support of Bhargava's findings, the outcome of Chiang (2008) study indicates that student-teachers value the teaching practice component the most in their teacher education programmes. However, Bhargava (2009) is of the view that if the initial training is not intensive, many student-teachers will have difficulty in translating theoretical ideas into practical work. This initial training is what is referred to as the on-campus teaching practice at the University of Cape Coast.

It is worth mentioning that every teacher education institution has its own consideration of what should constitute Teaching Practice. Therefore, whatever an institution accepts as part of Teaching Practice constitutes the institution's philosophy of Teaching Practice.

University of Cape Coast's Approach to Teaching Practice Supervision
The main reason for supervision during off-campus teaching practice supervision is to provide the data on which the teacher can build his/her plans for the modification and change in the planning, preparation and delivery of his/her future lessons (University of Cape Coast Teaching Practice Handbook, 2013). This data serves as formative and summative record of the student-teacher's performance. In addition, this data reveals the level of development of the student-teacher. The form of supervision is adopted by the University of Cape Coast is closely related to Clinical supervision developed by Cogan (1973). Whilst Cogan's clinical supervision has five steps or phases, the

form adopted by the university during off-campus teaching practice has three phases.

The first and foremost phase is the pre-observation discussion. It is very necessary that student-teachers have a discussion with the supervisor of the planned lesson before the supervisor sits in to observe the actual lesson. This phase forms part of the developmental process of the student-teacher and gives him/her the opportunity to reflect on his/her professional practice with the supervisor, cooperating supervisors and mentors. At the pre-observational phase, the student-teacher is required to provide the observer with a teaching portfolio, a scheme of work and a competed lesson plan, and allocate sometime to discuss these for each observation. The Teaching Practice Handbook of the University of Cape Coast (2013) identified a number of benefits that pre-observation discussion offers to the supervisor as well as the student-teacher. These benefits are

1. It helps the supervisor gain a clear idea of student-teacher's intentions for the lesson and recognizes the background to the lesson that the trainee is going to teach and how it fits in with previous teaching and learning with the group of students.
2. The supervisor is able to gain an understanding of any particular concerns that the trainee might have and why; and even comment on any potential problems with the lesson plan, for instance, in relation to the timing of the lessons.
3. The student-teacher too has an opportunity to reflect on the lesson plan before delivering it. He/she is able to discuss any potential problems with his/her supervisor and have the opportunity to make changes to his/she lesson plan before the observation.
4. The student-teacher uses the occasion to reflect on the planned lesson and considers any changes that need to be made.
5. The student-teacher has the privilege to discuss any potential problems with his/her supervisor and have the opportunity to make changes to his/she lesson plan before the observation.

The second phase is the observation itself and this is where the actual observation is done. It is also at this stage that the supervisor assigns marks to the teaching done by the student-teacher. The main duty of the observer (supervisor) is to sit back and take a critical look at the student-teacher's teaching and learning with the group of students. In line with the Teaching Practice Handbook of the University of Cape Coast (2013), the observer may take the opportunity of talking to the student-teacher where necessary in the course of the lesson delivery.

The third and last phase is the Post-observation Discussion. The post observation discussion is done after the main observation. At this time, the observer (supervisor) arranges a specific time and place for a feedback discussion of the observed lesson. The very essence of this exercise is to help the student-teacher to carefully think over the lesson in relation with his/her professional growth and development. The Teaching Practice Handbook (UCC, 2013) once again outlined the duties of the supervisor. One of such duty is that the supervisor is expected to give timely and constructive feedback on the student-teacher's teaching.

In all the three phases, the University of Cape Coast does not allow supervisors to compromise on quality. This is true in the sense that only co-operative supervisors and university supervisors who have been trained in the College of Education Studies' philosophy of teaching practice are assigned to student teachers. In addition, arrangements are made with heads of schools to grant time release to mentors, where possible, so that they would devote more attention to their mentoring roles by ensuring that they visit the class of the student-teacher often.

Goals of Supervision Programme

The ability to teach is regarded as the foremost requirement and qualification for a good teacher at the University of Cape Coast. It will seem therefore that the chief resources which constitute supervision must go in to enable the student- teacher to function as an effective teacher. To this fact, Riverson (1975) attests that the chief function of supervision would be the desire to promote the ability to teach. Ekuban (1975) also orates that the objectives of supervision are the evaluation and improvement of the factors affecting learning. He breaks down these objectives to sum up the following subsidiary activities.

First, we cannot evaluate the quality of teaching and learning except in terms of an accepted philosophy and statement of aims. There is the need to establish common purposes, goals and standards of supervision. Second, a process had to be developed for carrying out an educational programme aimed at achieving the objectives of supervision. Third, a staff and organization varying in size, complexity and relationship, must be set up to implement teaching practice programme. Forth, a theory and practice of evaluation must be developed consistent with the accepted aims and philosophies of supervision of teaching practice. However, the goal of the supervision at the University of Cape Coast is in line with the views of Ekuban (1975). In addressing the problem, the following research questions and hypothesis is formulated to guide this research:

1. What ways do supervisors views influence student-teachers' subsequent teaching during off-campus teaching practice supervision at the University of Cape Coast?
2. What are the reactions of student-teachers towards the remarks given by supervisors during off-campus teaching practice supervision at the University of Cape Coast?
3. Hypothesis: H_0: There is no significant difference in the influence of supervisors' remarks on student-

teachers teaching in terms of their programme of study.

Literature Review
The Concept of Conflicts

Some academics and authors have attempted to define or describe conflicts as they perceive it in various individuals, settings, situations and even organisations. March and Simon (1993) described conflict as a collapse of conventional procedures for decision making resulting in difficulty in choosing an alternative action. Jameson (1999) on his part view conflict as a situation where independent parties perceive incompatibility goals. Webne-Behrman (1998) also regards conflict as disagreement amongst parties in situation where their perception regarding their needs, interest or concerns are threatened. He further explained that it is a situation where people perceive that physically, emotionally and psychologically they are threatened. Longaretti and Wilson (2000) on their part also described conflict as incompatible goals and overt opposition by one person to another person's actions. In other words, conflict is a disagreement through which the parties involved perceive a threat to their goal, needs, interests or concerns. Longaretti and Wilson (2000) added that conflict can be substantive or emotional. To them, Substantive conflict is any disagreement over goals, resources, rewards, policies, procedures, and job assignments whilst Emotional conflict results from feelings of anger, distrust, dislike, dislike, fear and resentment, as well as relationship problems.

Jameson (1999) on his part described conflict as a situation where independent parties perceive incompatibility goals. The definition that is closely related to this study is that of Longaretti and Wilson (2000). It could be argued to a large extent that, incompatible goal, needs, interests or concerns as well as overt opposition by supervisor to another supervisor that often result in conflicting views among supervisors during off- campus teaching practice. It seems supervisors have different goals and concern about issues with regard to teaching practice. It may also be that the supervisors are not familiar with the common goal of teaching practice programme thereby having different goals and views.

Theories of Conflict

Academics consider it difficult to ascribe a particular set of definition cutting across all fields of study to conflicts (Heinz–Jurgen, Milosoki & Schwarz, 2006). They remarked that, reviewing of conflict as a phenomenon is a difficult task; the bases are that there are different theoretical approaches to the study of conflicts. For instance, the economist will focus on the game – theory and decision making, whereas the psychologist will look at it from the point of interpersonal conflicts and the sociologist will concentrate on status and class conflicts. However, this research reviewed the Marxist Conflict theory and that of the Modern Conflict Theory.

Marxist Conflict Theory

The Marxist Conflict theory was propounded by Karl Marx. Marx claims that a society is in a state of perpetual conflict due to competition for limited resources. According to Karl Max, conflict is a necessary and inevitable for change, growth and development in an organization. Max added that, conflict must be managed as one of the resources of the organization. He stood by the principle that, conflict in groups produces progressive development of greater equality, democracy, autonomy and individuality. Again, to Karl Max, conflict can only bring development and change when managed. In relation to teaching practice, it is worth noting growth and development must be instilled in student-teachers. However, the presence of conflict will rather be an obstacle to growth and development. This means that in order to implant growth in student teachers' professional development, conflict must be managed. It is therefore necessary for the university of cape coast to identity and manage these conflicting views among supervisors during off -campus teaching practice supervision and hence the study.

Modern Conflict Theory

The founder of modern conflict theory is attributed to C. Wright Mills who lived from 1919 to 1961. Mills focused his idea on social imagination and the power elite. Mills argument with respect to social imagination was that social structures do not just happen; they are the resultant of struggles and negotiations between people with different interests and different resources.

Mills holds the view that social order is maintained by domination and power, rather than consensus and conformity. According to Mills, those with wealth and power try to hold on to it by any means possible, mainly by suppressing the poor and the powerless.

Modern Conflict theory also ascribes most of the fundamental developments in human history, such as democracy and civil rights, to capitalistic attempts to control the masses rather than to a desire for social order. When it comes to the University of Cape Coast, some supervisors have power due to their academic qualification or the position they are holding. Other supervisors have also have accumulated much wealth over years. Some of these supervisors with these power and wealth will like to impose certain practices when they go to the field to observe student-teachers lesson. Some supervisors who are professors often consider themselves to have more

authority than those supervisors with the masters' degree. Often times, such a junior supervisor can hardly challenge what the professor says. These normally bring about conflict views during the off-campus teaching practice supervision. The negative impact of this behaviour is that it hinders the growth and development of the student-teacher due to the fact that many become confused as to whether to yield to the suggestions of the professor or the one with the masters' or doctorate degree.

Forms of Conflicts
Conflicts may range from personal to international dimensions, but largely in the school settings scholars acknowledge the following conflicts forms; intrapersonal, interpersonal and individual – institution conflicts. The integrated views of several authors including (Robbins, 1998; Dessler, 1998; & Gordon, 1991) on the subject matter are outlined below under various sub titles.

Intrapersonal conflict
This conflict form occurs in the individual himself or herself. It is generated by individuals' specific needs and tendencies to function and act in specific ways desirable to him/her. It is simply exemplified by conflicting needs of an individual for which a choice needs to be made at the expense of another desires.

Typical example is the professional compulsion on a teacher to stay at school as against his/her desire to leave and engage in personal pursuits. This conflict form breeds irritation, uncertainty, hesitation stress, anxiety and depression in individuals which spills over into the organisation. I close examination of the teaching practice supervision exercise indicates that this form of conflict does not often show itself. It is only on few occasions when this intra personal conflict will manifest. For example, intra personal conflict pops up when one supervisor oversees the lesson of one student-teacher on two different occasions. For instance, the same supervisor may express different views on the same issue and on another time that same supervisor may have a different opinion on the same issue thereby resulting in intra personal conflict. He/she may ask a student-teacher for instance not to display teaching and learning resources before the start of the lesson and another time, he/she may ask the same student-teacher on another visit to display them before the start of the lesson. It has therefore little bearing on this study. However, its discussion helps in throwing more light on the concept conflict.

Interpersonal Conflict
Interpersonal conflict form occurs between two individuals. It is considered the most common and visible type of school conflicts. Its manifestations are in the form of Head Teacher-Teacher Conflict, Teacher-teacher conflict, Head teacher – Pupil conflict, Teacher-pupil conflict and of course supervisor-student teacher conflict among others.

In fact, it is this form of conflict that is serving as a back bone of this study. In the field of teaching practice supervision, many individuals (supervisors) are involved. It is common to see one student-teachers being observed by more than five different supervisors. How does this conflict actually manifest itself? Indeed, inter personal conflict during off-campus teaching practice supervision is caused purely by personal reasons arising from fundamental differences in respect of attitudes, priorities, activities, policy interpretations and professional conducts.

Due to different orientations and different backgrounds of supervisors, it was common to see supervisors showing different attitudes and different interpretation of some of the teaching practice policies. For example, some of the supervisors are from History Department, Vocational Department, and French Department whilst others are from Management, Accounting and Economics Department. As a result of this each supervisor has his/her own view of what is right or wrong when it comes to some aspects of the lesson delivery. These issues came out during the interview with some respondents in chapter four. The negative side of this conflict form is that it holds direct influence on university efficiencies and achievements of student-teachers.

Individual – Institution Conflict
This conflict type occurs between an individual and the institution he or she belongs. In the context of the school, it occurs between the teacher or Head teacher and the school or the Education Offices. It is held in view that the basic cause of this form of conflict is structural differences and specialization as instituted in the organization. It's also worth noting that this form of conflict is not the focus of this study.

Sources of Conflicts
Bodine, Crawford and Schrump (1994) hold the view that conflicts arise from incompatibility of needs, drives, wishes and demands of individuals as they function in an organization. They further, remarked that where an individual's basic needs or that of a group is not met, there is bound to be some degree of discord. In their view, the basic needs of individuals or groups are established in the following dimensions, psychologically, limited resources available and differences in values.

Basic Psychological Needs
Glasser (1984) identified four basic psychological needs of individuals that motivate them to behave in whatever manner they desire. These he outlined as, feel of belonging, power, freedom and fun. Thus, in his view, conflict may arise where an individual perceives threatened towards the attainment of these needs. In the University of Cape Coast, supervisors to some extents are given good motivation to carry out their duties and therefore this source of conflict has little or no bearing on this study

Limited Resources
In any organization the availability of human and material resource makes it possible for the goals of the organization to be met. In the situation where resources are found to be inadequate members are compelled to contest for their portion of the resources. This condition is a sure recipe for conflicts to be developed, since a platform for individuals to disagree and compete against each other for their share of the resources is created. Limited resources as a source of conflict are also not an issue of concern of this study.

Differences in Values
Educational Psychologists hold to the view that each individual is uniquely molded by congenital and environmental factors. Consequently, individuals carry with them their distinguished values, beliefs, principles and priorities into organizations.

Indeed, this source of conflict can be regarded as basis of this study. In University of Cape Coast, the presence of a complex blend of varying attitudes, behaviors and working habits of supervisors are experienced. With the presence of this multi- faceted social diversity, conflicting views do emerge -as individual supervisors do exhibit conducts that may be unacceptable to the other members of the organization and probably contrary to the goals and objectives of the Teaching Practice Unit. On many instances, each supervisor has different values, beliefs, principles and priorities about what constitute effective teaching practice and these are the very beginning of the conflicting views during off-campus teaching practice supervision. Billikof (2008) cited ambiguity, lack of well-defined channels and modes of communication as potential factors causing conflicts in organizations. To this end, the teaching practice unit must communicate effectively to supervisors clarifying the best principles and values of the teaching practice programme.

Power Conflict
Another important source of conflict worth discussing is that of *Power conflict.* In the view of Katz (1965), *power conflict* occurs when each party wishes to maintain or maximize the amount of influence that it exerts in the relationship and the social setting. It is impossible for one party to be stronger without the other being weaker, at least in terms of direct influence over each other. Thus, a power struggle ensues which usually ends in a victory and defeat, or in a "stand-off" with a continuing state of tension. Power conflicts can occur between individuals, between groups or between nations, whenever one or both parties choose to take a power approach to the relationship. Power also enters into all conflict since the parties are attempting to control each other.

Power conflict gives more insight in the issue of conflicting views among supervisors during off-campus teaching practice supervision. Some supervisors may desire to preserve or maximize the amount of influence that they exert on their student-teachers and even their colleague supervisors. in many instances, it become impossible for one supervisor to be stronger without the other being weaker and when this happens, the result is mainly the agreement in their views.

Traditional View of Conflict
The traditionalist conflict proponents argue that conflict must be avoided, because it indicates problems and destruction. To the traditionalist, all forms of conflict hold negative effects for an organization and that it is brought about by a lack of communication between the staff. It claims that conflict could be avoided by focusing on the causes of the conflict and by attempting to correct these elements

Thus, the traditionalist holds to the premise that conflicts views are negative and should not be entertained in any form in an organization. To them, the only way conflict can be avoided is to focus on the causes and correct them when identified. This study therefore sought to identify that factor influencing the conflicting views among supervisors and also find out the specific areas of the conflict. These would enable teacher educators to put in measures aimed at avoiding or minimizing it.

Behavioral View
Behavioral view point on other hand advances the premise that conflicting views are natural and it is inevitable when people work together in groups and teams. The behavioralist view of conflict stresses that conflicts need not be negative; rather it should be seen as having the potential to be a positive force in contributing to the performance of individual and the progression of the organization.

Interactive View

The Interactive conflict view point is considered the most recent conflict perceptions; it advances the premise that conflict is a positive force and expedient to stimulate individuals to perform effectively. This assertion again counters the traditionalist and the classical conflict views, which labels conflict as negative (Tjosvold, Hui, Ding, & Hu, 2003).

Reinforcing this view point, Robbins (1998) argued that to exploit the positive form of conflicts, normal processes and procedures for managing conflicts need to be established and improved to bring innovation into the system (organisation). He however, acknowledged that not all conflicts are positive; hence the need for leaders to be observant and alert to the type of conflict that is emerging in their organisation. With this point as the backdrop, he classified conflicts as either functional or dysfunctional.

This research supports the Traditional View of conflict. Conflict indeed in the remarks of supervisors need to minimized or completely avoided in the University of Cape Coast since it brings problems such as confusion among student-teachers.

Concept of Supervision

According to Glickman (as sited in Kutsyuruba, 2003) teachers are in the forefront of successful instruction; whilst supervision rest in the background, providing the support, knowledge, and skills that enable teachers to succeed. This means that the backbone of successful instruction is supervision. Different scholars have different views about what supervision entails. The term "supervision" from the point of view of Adepoju (1998), is derived from the word "super video" meaning "to oversee". Implying that during supervision one-person (supervisor) watches over the work (teaching) of another person (student-teacher) in order to check that it happens in the way that it should be done. Adepoju maintains that supervision is an interaction between at least two persons for the improvement of an activity. Supervision is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the effectiveness of teaching and learning. Adepoju therefore defines school supervision as the process of bringing about improvement in instruction by working with people who are working with pupils.

Adeel (2010) is of the view that the definitions of supervision vary from a custodial orientation to a humanistic orientation. The custodial orientations are not targeted to help teachers but to find their weaknesses; eliminate and isolate them; and replace them with those who could do better. In addition, the Custodial orientation is regarded as the traditional method of supervision whereby the supervisor emphasizes the teachers' defects. This orientation often casts the supervisor in the role of a superior telling the teacher what needs to be changed and how to change it. The weakness of this custodial orientation is that it tends to produce a teacher who cannot operate unless directed by someone. However, the humanistic orientation is the clinical supervision which emphasizes teacher's growth. This orientation assumes that teachers possess the drive and personal resources to solve their problems. This orientation tends to produce a self-directed teacher. Adeel further explains that supervision is a leadership and a coordinating role which comprise of administrative, instructional and curricular functions, which overlap with each other. Adeel also claims that supervision is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning. Adeel indicates 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. In all, supervision of instruction is directed towards both maintaining and improving a teaching-learning process of the school. It's important to say that the humanistic orientation of teacher supervision is the approach that is widely applied during off–campus teaching practice supervision at the university because of its emphasis on student-teachers' growth and development. This orientation is therefore recommended for teacher training institutions.

According to Mankoe (2007), supervision is a function of the person who, either through working with other supervisors, school heads or others at the central office level contributes to improvement of teaching and the implementation of the curriculum. Mankoe opines that there are two critical dimensions in educational enterprise. These are pupil-related and instruction-related. The pupil-related dimension includes distribution of instructional materials, conferences with parents, and rescheduling of classes. The instruction-related dimension includes classroom presentations, educational counseling, and assisting children in selecting library books, conducting achievement test, completing continuous assessment forms, preparing terminal reports for parents, selecting appropriate instructional materials and conducting in-service sessions. During off-campus teaching practice supervision, the focus is on the instructional related dimension of Mankoe (2007). Mankoe added that, it is not easy to determine precisely where supervision of instruction ends and where general administration begins simply because these functions overlap. This means that supervisors must have adequate knowledge on supervision to be able to distinguish between the two dimensions during off-campus teaching practice supervision.

Merriam – Webster Dictionary (2010) sees supervision as an active, a process, occupation of supervising, a critical watching and directing of activities or a course of action. There is evidence from the discussion so far that supervision has a wider scope and its main purpose is to improve factors affecting teaching and learning. All the

authors agree that in supervision there are at least two or more people involved. They also agree that instructional supervision covers factors affecting teaching and learning and maximum utilization of resources towards the accomplishment of school goals and objective. However, the researchers agreed with the humanistic orientation of supervision by Adeel (2010) which places special attention on the growth and development of teacher because without growth and development of student-teachers, the quality of education cannot be attained with ease.

Forms of Supervision
Various scholars have differentiated between several forms of supervision upon which educational leaders and teachers can draw supervisory practices from. In order to be effective, supervision policy cannot rely exclusively on one form, but should combine their best characteristics, as each process has distinct qualities that can contribute to teachers' growth and development as they seek to improve instruction. Some of the forms of supervision are developmental, accountable, traditional, clinical supervision among others. However, this work looked at the clinical supervision because of its importance to this study.

Clinical supervision is a five-step process developed by Cogan (1973) that aims at helping the teachers identify problems; receive data from the supervisor and develops solution with the aid of the supervisor. In a supervision context, the term "clinical" refers to the place where the supervision occurs, that is the classroom. According to (Cogan 1973), Clinical supervision focuses on the teacher's classroom instruction through the collection of records of what the teacher and student do in the classroom during the teaching learning process. Clinical supervision in this context could be seen as an interactive process, where there is an element on non-verbal communication between the teacher and the supervisor. This interaction examines the actual behavior of the students and teacher as events occur rather than examining the interaction from a distance. The supervisor's aim is not to find fault with the teacher, but to help him/her to know the problems he/she (the teacher) faces and helps him/her to find solutions to them. The essence of this process is to improve on performance of teaching. In order to improve performance, Clinical supervision holds that the teacher has to be in the known that he/she is going to be supervised; it therefore dwells on the supervisor to pre-inform the supervisee. When it comes to off-campus teaching practice supervision, supervisors are required to inform student-teachers they are coming to observe their lessons so that the student-teacher can be fully prepared before the supervisor comes to observe the lesson. The five steps of clinical supervision include:
1. Pre-observation conference
2. Observation
3. Analysis and strategy session
4. Conference stage
5. Post-conference analysis

It's worth stating that at each step, both the supervisor and the teacher have a specific duty to perform. In addition, there are certain questions which need to be taken into consideration. The steps are explained below.

Pre- observation conference
In this step, it's the task of the teacher to practice mentally and verbally narrate the upcoming lesson whilst taking into consideration the purpose and content of the lesson. In other words, the student-teacher must outline what he/she will do as well as what the students in his class are expected to do and acquire from the lesson. The duty of the supervisor at this step is learn and understand what the teacher has in mind concerning the lesson. The supervisor can understand the lesson better by asking probing and clarifying questions. The aim of this is not to floor or embarrass the teacher but for clarity and assistance when the need arises. Some questions to consider at this stage include: What type of data will be recorded (e.g., teacher's questions, students' behaviors, and movement patterns)? How will data be recorded (e.g., video or audio recording, verbatim transcript, anecdotal notes, checklist)? Who will do what in the subsequent stages? As a supervisor, you are advised at this stage not to do anything that is likely to distract the Teacher before he steps into the classroom.

Classroom Observation
In the views of Goldhammer, Anderson and Krajewski (1993), the main aim of Observation is to capture the realities of the lesson objectively and comprehensively enough so as to enable supervisor and teacher to reconstruct the lesson afterwards, in order to analyze it. The task of the teacher here is to teach the well to the best of his knowledge and the supervisor's task is to document the events that occur during the lesson as accurately as he can. Some of the ways through which classroom observation is carried out are listed below:
1. Verbatim recording: Where the Supervisor records everything that is said and done by the teachers as accurately as possible.
2. Specific Verbatim: Where the Supervisor selects specific areas to record in as much detail as possible. General Observation: Where the supervisor selects areas that he/she will record and focus on during the observation.

3. Video Taping: is an effective technique where an agreed upon lesson or segment is video-taped for later review.
4. Audio Taping of teacher and student responses is also a valuable technique if it has been so agreed upon before the lesson.

In Ghana, most supervisors seem to practice the General Observation recording.

Data Analysis and Strategy

The questions to be considered at this stage are: What patterns are evident in the data? Are any critical incidents or turning points obvious? What strengths did the teacher(s) exhibit? Were any techniques especially successful? Are there any concerns about the lesson? Which patterns, events, and concerns are most important to address? Which patterns, events, and concerns can be addressed within the time available? How will the conference begin? How will the conference end? In order to make sense of the data, the teachers' task is to be directly involved at this stage whiles the role of the supervisor is to make some sense of the raw data and to develop a plan for the conference.

Conference session

In this session, the supervisor and the teacher need to help each other by building a good relationship between them. The supervisor's objective here is to help the teacher make more functional use of his own resources and therefore perform more effectively within the classroom.

To ensure that the conference session is effective, Arthur (2000) suggests this of the supervisor: "the helping person is more likely to make the relationship a growth-promoting one when he communicates a desire to understand the other person's (Teacher) meanings and feelings. This attitude of wanting to understand is expressed in a variety of ways. When he talks, the helping person is less inclined to give instruction and advice, thus creating a climate, which fosters independence. He (she) avoids criticism and withholds evaluative judgments of the other person's ideas, thoughts, feelings, and behavior. He (she) listens more often than to talk and strives to understand what the other person is communicating in thought and feeling. The comments of the helping person are aimed at assisting the other individual to clarify his own meanings and attitudes".

Clinical Supervisory conference according to Goldhammer, Anderson and Krajewski (1993), comprise of the following: The teacher critically examines his or her own teaching with an open mind and well plan for the next lesson. In addition, the supervisor assist teacher to clarify and build upon his/her understanding of the behaviors and events that occurred in the classroom. Lastly, the following must be barred in mind. What patterns and critical incidents are evident in the data? What is the relationship between these events and student learning? Were any unanticipated or unintended outcomes evident? What will the teacher do differently for the next class meeting (e.g., new objectives, methods, content, materials, teacher behaviors, student activities, or assessments)?

Post-conference Analysis

This is the time when the teacher and the supervisor meet alone to discuss the observation and the analysis of data relative to the teacher's objectives. If the data is collected and presented in a clear fashion, the teacher will be more likely to use the data and evaluate his/her teaching and classroom performance by himself/herself. It is necessary to furnish the teachers with the feedback of their observation. It agrees with the research conducted by Dornbush and Scott (1975) and Natrello (1982) which has shown that teachers who receive the most classroom feedback are also most satisfied with teaching. It is important to try to elicit the feedback directly from what the teacher sees from the data. This is accomplished only after a feeling of trust and communication has been established.

Teacher's Task: To provide honest feedback to the clinical supervisor about how the clinical supervision cycle went.

Clinical Supervisor's Task: To critically examine his or her performance during the clinical supervision cycle. In doing this the clinical supervisor should address the following issues:
1. Ask the teacher to analyze the data and tell the supervisor about the lesson. (Rather than having the teacher sits passively by while the supervisor tells the teacher about the lesson).
2. Ask questions to focus the teacher on certain aspects of the lesson. (Since it may not always be possible for a teacher to successfully evaluate his/her own teaching, there may be occasions where the supervisor needs to be more directive seeking collaborative kills for a detailed discussion of giving and receiving feedback and critiquing. In general, every effort should be taken to elicit the analysis of the data from the teacher).
3. Discuss ways to improve the lesson and whether the focus of the next observation is going to remain on the already agreed upon objective. (This part of the meeting can serve as a part of the next pre-observation conference).
4. Request feedback from the teacher as to how effective the supervision cycle has been and how to improve the next supervision cycle.

Principles Involved in Supervisory Functions

In the article, "Designing Appropriate Schedule for Supervisors of Teaching Practice", Awudetsey (1975) highlighted several facts with regards to principles regarding the supervisory functions of teaching practice. He stresses that, supervision, as an exercise which aims at laying a sound foundation for professional development and the improvement of teaching cannot be haphazardly organized if it is to achieve its purpose.

As a principle, supervision cannot be left to every supervisor to determine what constitute the supervisory act. There is a need for all supervisors to agree upon what visible teaching behaviors to look for when observing a student teacher. One can argue that the violation of this particular principle is what has resulted in conflicting views among supervisors during off-campus teaching practice supervision. To this fact, Ekuban (1975) writes strongly that supervision is effective when it promotes participation of all persons engaged in improving the quality of teaching and learning. Another principle is that every supervisor needs to become aware of the fact that evaluation is an integral part of the teaching-learning process and also a continuous part of the work of the teacher-in-training. Hence each supervisory activity must be regarded as one in a long chain of activities progressively planned for the development of the student teacher.

Moreover, the success of teaching practice supervision in any educational institution depends on the extent to which members of the supervisory team understand what is involved in the evaluation of teaching. To this end Ekuban (1975) again suggests strongly that the supervisor must acquire a profound understanding of his own field of study, as well as the most effective method of teaching it. The supervisor must be familiar with the factors affecting the total teaching-learning process and must seek to improve them. These factors include; a) the curriculum, the instructional methods, the equipment and instructional materials, b) the physical/environmental conditions, c) the general policy of the school on teaching, discipline, punishment, promotion and others, d) the pupil; his or physical, mental, emotional, and moral traits. From these principles it is obvious that for teaching practice supervision to achieve its goals and objectives, it is vital that the principles guiding supervision be adhered to closely if not it would bring about wrong evaluation of the student-teacher thereby affecting their profession growth and development.

Factors influencing the remarks given by supervisors during off-campus teaching practice supervision

Studies such as Omosewo (2000) and Yahaya, Yussuf, Jekayinfa, Ayidagba, Oniye, Oniyangi and Ibraheem (2012), have shown that the way and manner in which a person assesses a programme may be influenced by a number of factors. Earlier studies on factors influencing the remarks of supervisors during off-campus teaching practice supervision have identify gender, job status, years of experience of supervisors, background of supervisors, academic qualifications, administrative experience, teachers' attitude and the size of the class.

One of the most recent studies related to the objective of this study was that of Violet (2015). In 2015, Violet conducted a study on factors influencing principals' instructional supervision practices in public secondary schools in makadara sub- county, Nairobi County, Kenya. The study objectives sought to establish whether the principals' level of academic qualification influences instructional supervision, to examine whether the principals' administrative experience influences their instructional supervision, to determine whether teachers' attitude influences principals' instructional supervision, and to establish whether the size of the class influences principals' instructional supervision practices.

Violet's study employed the descriptive survey design with a sample size of 125 respondents; consisting of 10 principals, 10 deputy principals and 105 heads of departments in Makadara Sub-County in Nairobi County. Simple random sampling technique was used to select schools, whereas the respondents were picked purposively. The questionnaires were used to collect data. Descriptive statistics based on frequency and percentage distribution and cross tabulations were used to analyse the data and make comparisons between the desired variables. The study established that instructional supervision practices were influenced by principals' academic qualifications, administrative experience, teachers' attitude and the size of the class.

In addition, Yahaya et al., (2012) conducted a study on Lecturers' Assessment of Teaching Practice Exercise in Nigerian Universities. The purpose of the study was to examine the quality of teaching practice in Nigerian Universities from the perspective of education lecturers. The target population consisted of lecturers in the Faculties of Education in six Federal and six State universities across the six geo-political zones of Nigeria. A total of 700 copies of the designed questionnaire were distributed to lecturers across the purposively selected universities. In all, 691 respondents participated in the study. The 691 gives an average of 98.7% which was considered adequate for a study of this nature. The number comprised 527 males and 164 females, while their ages ranged from 24 -64 years. The data obtained were analysed using descriptive and inferential statistics. In the study of Jekayinfa et al, three hypotheses were tested. The first hypothesis which states "There is no significant difference in the assessment of male and female education lecturers on the quality of teaching practice" was rejected. This shows that male and female lecturers are not significantly different in their assessment of the quality of teaching practice exercise.

This finding of Yahaya et al., (2012) was in congruence with that of Omosewo (2000) when Omosewo noted

in his study that gender did not bring about any difference in the assessment of individual student-teachers during teaching practice supervision. In further agreement with the findings of Jekayinfa et al and Omosewo was that of Yusuf and Ajidagba (2010). Yusuf   discovered that gender did not affect the way male and female lecturers assessed programmes.

It is evidence from the studies of Yahaya et al., (2012), Omosewo (2000) and Yusuf and Ajidagba (2010) that gender of supervisors did not influence the assessment of student-teachers. However, the researchers failed to further explain why there were no differences in assessment of student-teachers by male and female supervisors.

The second findings of Yahaya et al., (2012) revealed that the job status of supervisors greatly influenced their assessment of student-teachers. For the purpose of their study, Jekayinfa et al categorized lecturers (supervisors) into two, thus junior and senior lecturers. The relevance of the classification was to find out if there is a significant difference in the assessment of education supervisors on the quality of teaching practice based on job status. The null hypothesis which was stated as "There is no significant difference in the assessment of education lecturers on the quality of teaching practice based on job status" was rejected. This implies that assessment of junior lecturers of the quality of teaching practice is different from that of senior lecturer. In other words, there is a significant difference in the assessment of lecturers about the quality of teaching practice in the Nigerian universities due to their job status of being either a junior or senior lecturer. The difference could be due to the fact that the junior lecturers might not possess the same level of skills concerning assessment compared to their senior colleagues. The finding of this study is consistent with that of Yusuf and Ajidagba (2010). Yusuf and Ajidagba discovered from their study that lecturers' assessment of the student- teachers was influenced by their occupational status and orientation.

However, the finding of Yusuf and Ajidagba (2010) and Yahaya et al., (2012) seem to be in contrast with the submission of Jekayinfa (2000) that lecturers, irrespective of their occupational status, have the same orientation, and by extension, have similar disposition to matters bordering on teaching and learning. The finding of Jekayinfa (2000) is agreement with the observation made by Idowu (2000) who is of the view that lecturers are objective in the worldview especially on the issue bordering on education, teaching and learning. Idowu added that the objectivity in the views of supervisors was possibly as a result of their orientation and exposure, since teaching practice supervision is usually carried out without bias for gender.

The third findings of Yahaya et al., (2012) unveiled that significant difference do exist between lecturers of varying job experience as regards assessment of the quality of teaching practice. Due to the long period of service associated with university career, Jekayinfa et al stratified lecturers (supervisors) into three strata. These are those who have been in the service for between 1 and 10 years; those that have been in service for between 11 and 20 years, and those have been on the job for more than 21 years. Based on data analysis, the null hypothesis which states that there is no significant difference in the assessment of education lecturers on the quality of teaching practice based on teaching experience was rejected. This means that there is significant difference in the assessment of supervisors as a result of their experience. The implication of this finding is that lecturers across the Nigerian universities with varying length of service differ in their assessment of the quality of teaching practice. Experience is much talked about as the best teacher. Thus, it is not surprising that significant difference exists in the perception of lecturers about the quality of teaching practice on the basis of their job experience.

The finding of Jekayinfa et al. also agrees further with the conclusion reached by Ngidi and Sibaya (2003) who noted that lecturers(supervisors) whose years of teaching experience is long were more meticulous in their method than less experience lecturers. The finding of Ngidi and Sibaya is in further support with Marais and Meir (2004) and Kiggundu and Nayimuli (2009) who concluded that experience, job status and age had determining influence on the way of assessment of student-teachers during their teaching practice programme.

In addition, Al-Mahrooqi (2011) found out that, poor cooperation and liaison among the supervisors themselves and between the supervisors and student-teachers, have led to contradictory views or suggestions on lesson delivery which mostly confuses the student-teachers. On that note, one could argue that poor cooperation and liaison may be a factor influencing the remarks of supervisor during teaching practice supervision.

Furthermore, Bhargava (2009) observed that some student-teachers in Turkey start teaching in practice schools as instructed by their supervisors and not as they have learnt in their methods of teaching lessons due to difference of opinion between the two supervisors. Bhargava explained that when this happens, the student-teachers mostly find themselves in a serious dilemma as to the kind of lesson that must be delivered to satisfy both internal and external supervisors so that they do not lose some marks.

Tettey (2014) discovered that a perception of what is to be supervised and assessed in their lessons as well as how (criteria) the assessment is conducted by the supervisors can influence the nature (quality) of the lesson plan and lesson delivery of a student-teacher. It's worth stating that the findings of Tettey was based on a study he conducted to explore the perspectives of trainee-teachers on issues pertaining to lesson planning during off-campus teaching practice at the University of Cape Coast. Research findings of Eya and Chukwu (cited in Ngara & Ngwarai, 2013) revealed some impediments to effective supervision which include favoritism, lack of professional qualities, and lack of motivation. Could these impediments go a long way to influence the remarks made by

supervisors when they sit to observe the student-teacher delivering his lesson during off-campus teaching practice supervision? This may be true to a large extent because according to Ngara and Ngwarai (2013), lack of motivation could be attributed to lack of or inadequate incentives or allowances which may trigger a range of negative emotions and attitudes towards the supervision thereby affecting their views.

But the question that is still left unanswered is whether differences in opinion with regard to what should constitute good teaching, prejudgment, refreshment of supervisors before a lesson, perception about what constitute effective teaching and could be among the factors further influencing the views or remarks of supervisors during off-campus teaching practice supervision? It is true that many of the earlier studies were conducted at different places and different universities outside the University of Cape Coast. Considering the relevance of off-campus teaching this study seek to find out from the views of student-teachers and supervisors if these issues could be factors actually influencing the remarks of supervisors during off campus teaching practice supervision at the University of Cape Coast.

Influences of Supervisors' remarks on students-teachers teaching
Many scholars have expressed their views on how the remarks or views of supervisors could have both negative and positive influence on the student-teachers' teaching. A number of educators and researchers agree that teaching practice (off-campus) is an important complement to theoretical course in preparing teachers. That is to say that any theory on teacher preparation which does not have an ultimate practical application is a mere jargon (Oppong, 2013). For instance, Scott (1998) quotes Glickman (1990) by highlighting that:

> "supervision can ...enhance teacher belief in a cause beyond oneself ...promote teacher's sense
> of efficiency...make teachers aware of how they complement each other in striving for common
> goals...stimulate teachers to plan common purpose and actions... [and] challenge teachers to
> think abstractly about work" (p.22).

Addai (2007) is also of the opinion that supervision must be teacher- oriented in order to make him/her more versed with classroom procedures that will help improve the academic performance of pupils. To Addai, the focus of supervision should be teacher centered and not student centered. The views of Addai are similar to that of Glickman, Gordon and Ross-Gordon (1998) who also observed that "supervision is not the act of instructing students in teaching, but rather actions that enable teachers to improve upon instruction for students" (p.7). In further agreement, Sergiovanni and Starratt (1998) also see supervision as "a process for promoting teacher growth that enhances students learning" (p.256). This implies that the views or remarks of supervisors enhance the promotion of student-teachers competence thereby helping to bring about improvement in students learning.

It is important to note that it's the views or remarks of supervisors that make supervision a desirable practice. These views are considered as a process of examining student-teachers with the aim of identifying their strengths and difficulties in order to help student-teachers build on their strengths and minimize things that are deemed inappropriate in teaching. Farrant (as cited in Oppong, 2013) opines that the remarks of supervisors' help bring student-teachers back on track when such remarks suggest better ways of improving classroom teaching. In some instances, the views of the supervisor could even start before the student teacher begins his/her day lesson (Pecku, 1976). This is done to help the student-teacher to clarify his/her lesson objectives as well as his or teaching methodology. This also ensures that student-teachers start their lesson with confidence. By this it can be said that supervisors' remarks actually help in turning student-teachers' theoretical course into practical application in classroom situation and help build confidence and self-esteem in student-teachers. In view of that Student-teachers are, therefore, likely to value the comments of their supervisors.

In a similar study, Calder (1989) found out that most student-teachers do acknowledge the impact of supervisors' remarks as satisfying and worthy experience for their professional growth and development. Similarly, Ogonor and Badmus (2006) identified in their study the benefits student-teachers derived from supervisors' remarks during off campus teaching practice supervision. Ogonor and Badmus (2006) found out that student-teachers thoroughly enjoyed the teaching practice exercise as the process enabled them to assess taught lessons, determine their strengths and flaws, thereby taking positive action in subsequent lessons. In addition, Ogonor and Badmus discovered that student-teachers had a sense of fulfillment and satisfaction to see the positive remarks made by supervisors after they have taken measures from their previous lessons. Furthermore, Ogonor and Badmus reported that student -teachers accepted both views that commended and those views which criticized them.

Moreover, Kiggundu (2007) in his study acknowledged the importance of both positive and negative remarks of supervisors as they lead to effective learning of student-teachers. Kiggundu's finding was in line with that of Koerner and Rust (2002) as they mentioned that supervisors remark whether for good or bad, has a significant impact on the student-teacher who must juggle the responsibilities of teaching while establishing and developing relationships with supervisors. In further support of Kiggundu, Koerner and Rust's findings, Orland (2001) pointed out that supervisors' remarks play a critical role in helping student-teachers to make a meaning of their work in such as a way that, it will enable them translate those benefits into their future practice.

Another work which is worth mention is that of Kourieos (as cited in Oppong, 2013). Kourieos' finding was

about the responses of two student-teachers regarding the impact of supervisors' views on their teaching. The responses from the student-teachers indicate that the remarks made by supervisors seem not to be appropriate them:

> "Personally, I would like the TP supervisors to give us more constructive feedback. For example, I would like to know the criteria based on which I am evaluated. Getting a grade which, I don't know what represents is not helpful at all! It's really not a matter of getting A, B or C but a matter of knowing how the supervisor ended up giving me this grade. My biggest problem is, not knowing what I do wrong. I need to have the opportunity to talk to the TP supervisor otherwise I don't see how I can develop into a good teacher. If I continue getting B, it's obvious that I do something wrong, and if they don't tell me what I do wrong I cannot improve, so for me the TP as it is now doesn't serve its purpose" (Kourieos, 2012, p. 60).

It is evident from the responses that student-teachers were generally denied of detailed remarks on their teaching which meant that they were unlikely to develop their pedagogical content knowledge, an essential skill for every professional teacher. Kourieos further explains that the respondents felt that this pattern was related to lack of content and content-specific pedagogy due to perceived limitations in their supervisors' knowledge base in relation to the subject-matter and pedagogical-knowledge. Kourieos added that his inevitably turned the teaching practice into a stressful, disempowering and unproductive experience for student-teachers whose aim became to please 'significant others' in order to get a good grade which made their transforming into a teacher a difficult and sometimes impossible task to be accomplished. These findings also emerged in the studies of Borko and Mayfield (1995), and Nilsson and Van-Driel (2010).

It can be testified from the student-teachers' responses that they felt they would have profited more from post-teaching discussions in which they would have had the chance to explain and discuss their views and perceptions of their teaching with their supervisors. In other words, they preferred the supervisors' remarks to be more constructive and reflective, a finding which was also found in a study carried out by Hyland and Lo (2006).

Student-teachers' reactions towards supervisors' remarks
Reaction can be defined as the way that you feel or behave as a result of something that happened (Macmillan English Dictionary for Advanced learners, 2015, p. 176). Words used by supervisors during teaching practice supervision can have effect student-teachers feeling thereby causing them to behave towards it.

In 2013, Oppong carried out a study on Supervisors' Remarks in Teaching Practice: the Perspectives of History Student-Teachers. The aim of the study was to examine the perspectives of History student-teachers on the remarks given by supervisors during off-campus teaching practice supervision at the University of Cape Coast. A qualitative research method was followed whiles focus group discussions with twenty-four (24) History student-teachers who were in the final and penultimate years of graduation were used to collect the data for the study. Data were presented qualitatively using thick descriptions. Findings from the study revealed that there are differences in the reaction of student-teachers on supervisors' remarks on their lessons; however, majority of them accepted the remarks given by their supervisors.

In teacher preparation, reactions of student-teachers on supervisors' remarks during off-campus teaching practice supervision can be regarded as a natural event (Oppong, 2013). Oppong elaborated more by saying that it is natural for human beings to react to anything concerning their work and student-teachers are no exceptions. Some student -teachers may be seeing the remarks/ views stimulating and may have a clear sense of what the purposes of such remarks are and what they are supposed to do. On the contrary, others may find some of the remarks challenging or demotivating and may be paying minimal attention to those remarks. That is to say those student-teachers may respond to supervisors' remarks in many different ways (Kudiewu, Osei, Agyei & Amenya, 2013).

Oppong in his study found that some of the student-teachers accepted the remarks made by supervisors in good faith. This is because these student-teachers are aware of themselves as learners who are under instruction. Comments such as the following were typical in Oppong's discussions:

> "I accepted it on a whole; I know I have short-comings and that I'm still learning to be an effective teacher,". "The remarks were very constructive; therefore, I was more receptive to supervisors' critique which enabled me make the necessary adjustments in subsequent lessons", "I was not surprised of the remarks given by my supervisor because this was a big class of 50 students and it was first time of handling such number of students. For the following observations the supervisor asked me to focus and improve on classroom management and how to accomplish this was for me to know how to control them. So, he outlined some classroom management techniques which were worthwhile. So, I accepted them because his suggestions helped me in my subsequent teachings," "Oh, my reaction was very positive because I was very pleased with the remarks. The supervisors who came to observe me teach suggest that I should try to liven up the lessons a bit because they noticed my lessons were a bit tight. That is true, I guess, but I always feel a bit scared when they observe me and I think I am different and more

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relaxed when I teach the class by myself. Most of them [supervisors] also suggested that I try to set more of a non-threatening learning environment for the class, and I should try to inject more humor into the lessons. I think this too is related to my nervousness of being observed when teaching. Anyway, I relaxed in my next lessons. However, the supervisors commended me on a lot of things such as my subject matter knowledge, questioning skills and the general methods I used to teach. So, I accepted all that were said." (p. 9)

It can be deduced from Oppong's discussions that student-teachers accepted remarks on areas where they perform better as well as those areas that need improvement. It is also noted that these participants accepted that they are not perfect as they are practicing teachers. This a considered to be good because student-teachers need to accept the remarks in good faith so as to become effective teachers in their later professional lives.

Similarly, MacKinnon (1989) and Preece (1997) also reported from their study that student-teachers agreed that supervisors' remarks gave them sense of accomplishment and that they (student-teachers) learn to take responsibility, gain confidence and improve upon their classroom management skills. It can be argued to some extent based on these findings that some appreciable level of learning takes place through the remarks made by supervisors and this play an important part in teaching practice supervision. It is true that most student-teachers look forward to having their own lessons observed, but it is worth noting that it is the feedback they get through this process which becomes basis for their development as professional teachers.

Thought the remarks of supervisors are very important to student-teachers, a critical look at the findings of Oppong (2013) indicates that some student-teachers do not always accept hook, line and sinker the remarks of supervisors. Oppong noted that student –teachers sometimes make supervisors know that they disagree with them. For example, such comments came through the discussions of Oppong:

"I don't always accept the remarks given. In some instances, I let the supervisor knows that I'm not happy about the remark." "…not entirely, sometimes, I tried to argue out my points especially when I know what I did was correct," "No, there is no point in accepting whatever the supervisor remarked when I think otherwise" (p.10)

These responses from the study of Oppong (2013) contrast the opinion of Kourieos (2012). According to Kourieos supervisors seem to be dominant figures who are 'in control' of the learning process while student-teachers are expected to agree with their opinion and ultimately follow their prescription, or at least give this impression. In fact, this assertion was also consistent with the studies of Hyland and Lo (2006), and Gebbard and Oprandy (1999) which found that the pre-service teachers accepted the dominant role of supervisors in the post observation process due to the assessing roles the latter held, which forced student-teachers to accept their remarks rather than disagree and negotiate. Such a situation could be a recipe for producing teachers who are not knowledgeable and undemocratic in the classroom. Intelligibly, the issues that they would not get clearly or misunderstood will be with them throughout their period as practicing teachers. In addition, student-teachers are most likely to repeat such practices that they are not clear with in the classroom if supervisors do not accept student-teachers views or contribution during instructional periods. In such circumstance, Richards (1989) indicates that the supervisor fails to be regarded as a teacher educator capable of providing a supportive environment with enhanced learning opportunities where student-teachers are helped to identify areas of development, to become willing to examine themselves and their teaching, to become better at noticing and to develop complex, discerning and 'robust reasoning' (Scaife & Scaife, 1996).

In attempt to understand further why student-teachers reacted in the manner in which they have identified, Oppong (2013) in his study made a follow-up to probe the reasons of these respondents. Oppong discovered that student-teachers identified some form of inconsistency in the remarks of supervisors who observed them during the off-campus teaching practice. The student-teachers according to Oppong were of the view that what they were taught by their lecturers during the On-campus teaching practice was not the same as what they were been asked to do by supervisors who observed them during the off-campus teaching practice. This, according to them, confused them as to what they were supposed to do.

Oppong's findings supports that of Kourieos (2012) where student-teachers showed dissatisfaction with their supervisors' remarks relative to their limited knowledge of the subject matter they were supposed to give feedback on and most importantly the lack of constructive feedback they received from them. In a similar sense, the participants indicated the fact that their supervisors were not specialized in the subjects they were asked to evaluate which prevented them from giving student-teachers any useful advice or feedback on the methods or activities they used which were specific to the particular subject. The findings of Oppong and Kourieos suggest that supervisors assigned to observe student-teachers are sometimes not experts in the subjects that student-teachers go to teach.

A comparable result was also evident in the study of Kudiewu, Osei, Agyei and Amenya (2013) which indicated that supervisors gave conflicting remarks on same lesson taught because of different backgrounds of supervisors. This situation can be disturbing in the sense that supervisors will find it difficult to constructively give comments that will seek to help the learning situation of the student-teacher within the context of the practicum he/she is undertaking, and as Mayer and Austin (1999) note, the success of any practicum is dependent, to a large

extent on the supervisors and their remarks. It can be seen from the findings of these studies that the remarks of supervisors sometimes do not congregate around similar stuffs. This result could be attributed to differences in orientation on the part of supervisors. It could also be that supervisors may have different subject backgrounds which could influence them a lot when observing students who are not in the same discipline with them. Be the reasons assumed or not, differences in the remarks of supervisors can have serious implications on the preparation of teachers. This is because, such remarks can have long lasting impressions on student-teachers since teachers' beliefs and values are most occasioned during this stage of their training (Lortie, 1975).

On the other hand, Oppong (2013) discovered that when it comes to reactions of student-teachers towards remarks that praise them, many respondents were indifferent. Oppong added that almost all the student-teachers expressed similar opinions concerning supervisors' remarks which encourage their efforts. Oppong also discovered that student-teachers cited moment of joy, excitement and happiness as feelings which characterized their reactions to such remarks and stated that the ultimate goal of every student-teacher was to get such remarks. According to the student-teachers, such remarks were indications of how they were progressing, and this was in line with the views of Orland (2001) who says that the main intent of supervisors' remarks is to help student-teachers develop in order to become competent teachers in the future.

Research Methods
The study employed the mixed method design. This methodology for conducting research includes collecting, analyzing, integrating quantitative and qualitative research in a specific study (Creswell & Clark, 2003). The researchers wanted to provide a vivid understanding of conflict views that arise during off campus teaching practice supervision which would be better revealed than the use of one research approach. Specifically, the Explanatory Sequential Design which has two phases, quantitative followed by qualitative was best adopted for this study as it unravels the mystery of conflicting views among supervisors during off campus teaching practice. The researchers first collected and analysed the quantitative data, followed by collection and analysis of qualitative data in that sequence (Creswell & Clark, 2003). The qualitative data collected in the second phase helps explain the quantitative results obtained in the first phase. That is to say that, the second, qualitative, phase builds on the first, quantitative, phase, and the two phases are connected in the intermediate stage in the study.

Population
The population consisted of all level 400 education student-teachers of the University of Cape Coast who undertook their off-campus teaching practice programme during the 2015/2016 academic year and all supervisors who participated in the supervision exercise.

Sample and Sampling Procedure
The multi-stage technique was used. At stage one; the College of Education Studies was purposively selected. The reason being that it is only that college that sees to the training of teachers and for that matter under take teaching practice supervision. The second stage sampling was done at the departmental level. Under the college of education studies, there are five main departments. The names of the departments under the college of education studies are; Department of Arts and Social Sciences (DASSE), Department of Vocational and Technical Education (VOTEC), Department of Science and Mathematics (DSME), Department of Health, Physical Education and Recreation (HPER), Department of Educational Foundation and Department of Basic Education. The simple random technique was used to select only one department for the study. The reason for selecting one department was that the researcher wanted to focus on only one department in order to have an in-depth study of the research topic since all the student-teachers in the other departments had similar characteristics. In doing the selection, the names of all departments under the college of education studies were written on a piece of paper and placed in a hat and one was picked at random. The department that was picked among the lot was the Department of Arts and Social Sciences (DASSE). This department comprises of a number of programmes ranging from of B.Ed. (Management), B.Ed. (Accounting), B.Ed. (Arts), B.Ed. (Social sciences) and B.Ed. (Social Studies). The total population for the student-teachers at DASSE was 569 and their assigned supervisors.

The determination of the sample size was done using Krejcie and Morgan's (1970) table for the determination of sample size. A sample size of 250 which was a fair representation of the entire population of 569 of student-teachers from the department of arts and social sciences was selected for the study. This sample size (250) is above the minimum size (230) suggested by Krejcie and Morgan (1970). A proportionate stratified sampling technique was used to select a portion from each programme (stratum). This was done to ensure that there was a fair representation of student-teachers from each programme. The lottery method was employed for the selection of the student-teachers in each stratum. In doing so, student-teachers from each programme were assigned codes and those codes were written on a piece of paper and placed in a hat. The required number from each programme was then picked one after the other without replacement. This was done in order to ensure that there was an equal chance for every student-teacher to participate in the study. The selection of the student-teachers, automatically

determined the selection of supervisors that were involved in the study. This is because it was only supervisors that supervised the selected student-teachers were included in the study. This criterion was used in order to ensure that the number of student-teachers selected was representative of the total class size so as to increase the reliability of the information obtained. Table 1 represents the distribution of student-teachers according to their programme of study.

Table 1. *Distribution of Student-teachers according to their programme of study*

Programme	Population	Sample Size
B.Ed. (Management)	176	77
B.Ed. (Social Sciences)	152	67
B.Ed. (Accounting)	97	42
B. Ed. (Arts)	88	39
B.Ed. (Social Studies)	56	25
Total	569	250

Source: field data, 2016

Due to the large number of documents available (student-teachers' assessment Form-B and lesson note books), it was prudent to select sample for the study. Lyubou (2012) has recommended a percentage range between 14%-30% to be used in sampling documents for a study when there are high volumes of documents. In that regard, 15% was applied on a total of 250 assessments Form-Bs collected from student-teachers to obtain a sample size of 34 documents for this study. The simple random technique was therefore used to select the 34 student-teachers' assessment Form-B to generate additional data to add on to the quantitative data.

Research Instrument

The researchers used the questionnaire as a research instrument. McMillan and Schumacher (2001) recommend a questionnaire if the researchers know that the respondents will be able to read, understand and answer the questionnaire. Student-teachers and university supervisors can read, understand and answer the questionnaires on their own. In all, there were two sets of questionnaires. One set for the supervisors and the other set for the student-teachers. Also, the researchers employed unstructured document analysis guide to reveal information that the interviewee is not ready to share. The essence of the document analysis was to gather additional data to address only research question one which sought to find out the areas of conflicting views among supervisors during on campus teaching practice supervision. Finally, the researchers used focus group discussion guide to generate more data in the form of explanation to the closed – ended items in the questionnaires on the factors influencing the remarks of supervisors the influence of conflicting views on student-teachers' teaching and how student-teachers react to the views/remarks of supervisors and finally, which solicited ways of immunizing the conflicting views among supervisors. A pilot test of the questionnaire was conducted using 40 final year student-teachers who had undergone their off-campus teaching practice programme as well as those supervisors who participated in the supervision at the department of Basic Education of the University of Cape Coast. The use of the sample size of 40 was in line Baker (1994) who recommended a range of 10%-20% of the total sample size for a pilot study. The data gathered through the use of the close-end questionnaires were coded into the Statistical Product for Service Solutions (SPSS) and Cronbach's alpha established for each of the items. The value of Cronbach's alpha obtained for the student-teachers' questionnaire was .778 and that of the supervisors was .797. These values were in support of the views maintained by Fraenkel and Wallen (2000) that if the co-efficient alpha value is .70 and above then the instrument is reliable and of good quality for collecting useful data for the study. However, Cronbach's alpha value was not determined for the items on the focus group discussion guide because these items were later crafted after the analysis of the quantitative data. These items were basically meant to collect additional data which aimed at explaining the earlier collected quantitative data.

Findings
Bio – data of Respondents
Table 2: *Gender of Student – Teachers*

Variable	Subscale	No.	%
Gender	Male	156	62.4
	Female	94	37.6
Total		250	100.0

Source: Fieldwork, 2016.

The gender of the student – teachers clearly show male dominance. Table 2 indicates 156 (62.6%) of the respondents were males but 94(37.6%) of the participants were females. It can be construed to main that males have preference to teach at the senior high schools than females. On the other hand, this finding could be interpreted more females couldn't qualify to pursue programmes that would lead them to teach in the senior high schools.

Table 3: *Programme of Study of Student-Teacher*

Variable	Subscale	No.	%
Programme of study	B.Ed. (Management)	77	30.8
	B.Ed. (Accounting)	37	14.8
	B.Ed. (Social Science)	67	26.8
	B.Ed. (Arts)	39	15.6
	B.Ed. (Social studies)	54	21.6
Total		250	100.0

Source: Fieldwork, 2016.

Table 3 reveals that majority of students – teachers 77 (30.8%) were trainee Business Management Teachers. Besides, the least 39(15.6%) of the trainee teachers were taking the Programme Bachelor of Education in Arts. One could just hinge on the statistics to suggest that various reasons could portray the excess of Business Management Teachers in senior high schools as compared to the shortage of Arts Teachers in senior high schools. Naturally, the preference of student – teachers and various background characteristics can explicitly be relied on to explain the differences.

Table 4: *Gender of Supervisors*

Variable	Subscale	No.	%
Gender	Male	26	65.5
	Female	14	35.5
Total		40	100.0

Source: Fieldwork, 2016.

Table 4 discussed the gender of Supervisors, majority 26(65.5%) of supervisors were males whilst 14(35.5%) of the supervisors were females. The majority of males as supervisors could interpret male dominance in academia, males pursuing higher degrees and all the background characteristics.

Table 5: *Subject Taught by Student-Teacher*

Variable	Subscale	No.	%
Subject Taught	Business Management	90	43.6
	Accounting	37	20.2
	Cost Accounting	15	8.1
	Economics	50	7.1
	History	14	7.7
	English	8	4.4
	Geography	12	2.6
	French	9	4.7
	Social studies	30	8.2
	Ewe	1	0.5
Total		266	100.0

Source: Fieldwork, 2016

Table 5, shows that majority 90(43.6%) of the teacher – trainee taught Business Management and the least 8 (4.4%) taught English. Many reasons could be given to why few teachers taught English. It may be interpreted that not many student-teachers were interested in taking English as a Programme, the nature of the Programme, the interest of the student-teachers, pass rate in the final senior high school exams, amongst others.

Table 6: *Subject Area of Specialization of Supervisors*

Variable	Subscale	No.	%
Subject Area of Specialization	Accounting	6	15.0
	Business Management	10	25.0
	Cost Accounting	5	12.5
	History	5	12.5
	Economics	7	17.5
	French	3	7.5
	History	2	5.0
	Religion	2	5.0
Total		40	100.0

Source: Fieldwork, 2016

Table 6 discusses the area of specialization of the Supervisors. Majority, 10(25.0%) of the supervisors for the off-campus teacher-trainee teaching practice had Business Management as a Specialty. This is the case of the rising number of students who read the Programme Business Management. This has made a lot of academics take specialisations in Business Management. The least 2(5.0%) of the supervisors were into the supervision of French

and History. This clearly explains why few teacher trainees specialize in Arts related Programmes for the reason of few students specializing in Arts related disciplines as future Arts educators.

Table 7: *Supervisors' Years of Supervision*

Variable	Subscale	No.	%
Years of Supervision	Between 1and 5 years	13	32.5
	Between 6 and 10 years	12	30.0
	Between 11 and 15 years	6	15.0
	Between 16yrs and above	9	22.5
Total		40	100.0

Source: Fieldwork, 2016.

Table 7 displays that majority 13(32.5%) of respondents had been supervisors for 1 – 5 years. Also, 12(30.0%) of the supervisors had been into supervision between 6 to 10 years. Besides, 6 (15%) of the supervisors had been into supervision between 11 – 15 years. The results illustrates that most of the supervisors were averagely experienced individuals who have been into supervision for years.

Table 8: *Highest Teacher Degree Earned by Supervisors*

Variable	Subscale	No.	%
Highest Teacher Degree	PGCE/PGDE	2	5.0
	B. Ed	3	7.5
	M. Ed/M. Phil	19	47.5
	Doctor of education	15	12.5
Total		40	100.0

Source: Fieldwork, 2016.

As can be observed from Table 8, majority 19(47.5%) of the supervisors had the highest teacher qualification to be Master of Education and Master of Philosophy in various disciplines. On the other hand, 2(5.0%) of the supervisors' highest teacher degree earned by supervisors had Post graduate diploma/certificate in Education. It can be concluded that since the basic qualification for teaching is a Bachelor of Education Degree, all the supervisors have higher qualifications that make them more than capable to supervise the trainee-teachers, especially when most of the supervisors had Doctorate degrees in Education.

Table 9: *Academic Qualification of supervisors*

Variable	Subscale	No.	%
Academic Qualification	Masters' degree	17	42.5
	Doctorate	23	57.5

Source: Fieldwork, 2016.

Table 9 shows that majority 23(57.5%) of the supervisors had their academic qualification to be Doctorate but 17 (42.5%) of the supervisors were Masters' degree holders. The findings reveal that most of the supervisors had the minimum qualifications to teach in a university and supervisor trainee -teachers.

Findings and Discussions

Table 10: *Influence of supervisor's remarks on student-teachers' teaching during off-campus teaching practice*

Statement	M	SD
Supervisors' remarks suggested better ways of asking students question during teaching	3.96	.78
Supervisors' remarks helped me clarify my lesson objectives.	3.98	.83
Supervisors' remarks helped me know how to introduce lesson properly.	3.97	.80
Supervisors' remarks helped me learn new teaching techniques.	4.08	.89
Supervisors' remarks helped me developed a clear sense of class control during teaching.	4.08	.78
Supervisors' remarks helped me to improve upon my classroom time management skills	4.11	.73
Supervisors' remarks gave me more confidence to teach subsequent lessons.	4.14	.82
Supervisors' remarks were discouraging and made me feel like giving up on the teaching profession.	3.03	1.05
Supervisors' remarks made me confused about how to evaluate my lesson	3.03	1.03
Supervisors' remarks made me confused about which lesson format to use	3.03	1.00
Supervisors' remarks made me confused about when to display TLR when teaching	3.04	.96
Supervisors' remarks made me confused on how to state lesson objective	2.90	1.01
I believe supervisors' remarks had a positive influence on my teaching	4.14	.89

Source: Field data, 2016.

Table 10 presents results on the influences of supervisors' remarks on student-teachers' teaching. From Table 10, it was seen that a greater number (M=3.96, SD=.78) of the student-teachers agreed that Supervisors' remarks suggested to them better ways of asking their students question(s) during teaching. In addition, majority (M=3.98,

SD= .83) of the respondents also strongly agreed to the fact that Supervisors' remarks helped them clarify their lesson objectives Again, Supervisors' remarks helped student-teachers know how to introduce lesson properly (M=3.97, SD= .80). Moreover, Supervisors' remarks helped student-teachers learn new teaching techniques (M= 4.08, SD= .89). Furthermore, Supervisors' remarks assisted student-teachers developed a clear sense of class control during teaching (M= 4.08, SD=.78). Also, Supervisors' remarks enabled student-teachers to improve upon their classroom time management skills, (M= 4.11, SD= .82) and lastly Supervisors' remarks gave student-teachers more confidence to teach subsequent lessons (M= 4.14, SD =.82).

This implies that supervisors' remarks had positive influence on student-teachers' teaching by way of;
1. suggesting to them better techniques of asking their students question,
2. helping them clarified their lesson objectives,
3. helping them introduce their lesson properly,
4. enabling the learn new teaching techniques,
5. developing in them a clear sense of class control during teaching and lastly
6. assisting them improve upon their classroom time management skills.

These findings are congruence to the previous studies of Farrant (1985) and Pecku (1976). Farrant found that the remarks of supervisors' help bring student-teachers back on track when such remarks suggest better ways of improving classroom teaching whilst Pecku (1976) discovered from his study that supervisors' remarks help the student-teacher to clarify his/her lesson objectives as well as his or teaching methodology. On whole supervisor remarks have positive influence on student-teachers teacher as many regarded supervisors' remarks as satisfying and worthy experience for their professional growth and development (Calder, 1989).

A typical experience by one student-teacher which clearly supports the influence of supervisors' remarks on her teaching states;
"After the lesson, I was very confident to speak to my supervisor because I was on top of issues that day when I put in action all the comments I received from my previous supervisors. I knew the lesson had gone well, so I was actually waiting to hear something good from my supervisor.'' "In fact, that day, my supervisor gave me very nice feedback about my teaching. So, I felt am improving upon my teaching gradually"

Based on the numerous benefits derived from supervisors' remarks, many student-teachers were of the view that supervisors' remarks were not discouraging and neither were they confusing. This is in direct contrast with the study conducted by Al-Mahrooqi (2011) who found that poor cooperation and liaison among the supervisors themselves and between the supervisors and student-teachers, have led to contradictory views or suggestions on lesson delivery which mostly confuses the student-teachers. In attempt to explore further why many student-teachers disagreed to majority of statements that indicates supervisors' remarks made them confused in the course of the practice with regard to which lesson format to use, how to display teaching and learning resources and how to state lesson objectives, it was discovered that many student-teachers were rather much concerned about their marks. In that case they were ever ready to do whatever their supervisors asked to do in other to get their marks. For example, the comment of one a student-teacher goes like this;
"As for me, I want marks for my teaching practice so whatever you ask me to do; I will say yes sir or yes madam and just do it for you"

However, some few student-teachers were actually confused with regard to the remarks made by their supervisors and thereby not knowing what to do in their next lesson. They added that a point they did not know how to correctly state their lessons objectives any more since each supervisor has a unique way of stating lesson objectives.

On the whole, the positive impacts of supervisors' remark out weights that of the negative impacts. This finding is in line with the study of Preece (1979) who indicates in his study that supervisors' remarks have more positive influence on student-teachers' teaching as it gives student-teachers a sense of accomplishment thereby preparing them to learn how to take responsibility, gain confidence and improve upon their classroom management skills whilst improving upon their communication skills. Calder (1989) on his part also found out that most student-teachers acknowledged the impacts of supervisors' remarks on their teaching as satisfying and valuable experience.

Table 11: *How student-teachers react to the remarks made by supervisors during off-campus teaching practice supervision*

Statement	M	SD
I accepted both negative and positive remarks made by my supervisors.	4.27	.84
I accepted only the good remarks from my supervisors	2.83	.90
I sometimes challenged the supervisors when I felt what I did was right	3.11	1.04
I cared-less about what my supervisors said about my lesson.	2.67	1.03
I sometimes rejected the negative remarks made by my supervisors	2.84	1.01
I felt happy about the remarks made by my supervisors.	3.91	1.02
I felt sad about the remarks made by my supervisors.	2.75	.95

Source: Fieldwork, 2016.

From Table 11, it was observed that majority of the student-teachers accepted both negative and positive remarks made by their supervisors. This was further confirmed when majority disagreed to the statement which states "I accepted only the good remarks from my supervisors". This means that student-teachers accepted all that was said about their lesson; whether such comments are encouraging or discouraging. The student-teachers added that they were aware of themselves as learners who are under instructions and are therefore ready for whatever comments that will be made about their teachings. The following comment by one respondent describes his reaction to and acceptance of his supervisors' remarks:

"I never realized that I used the word 'alright' and 'thank you' so many times when I teach until I was
told by my supervisor. When my supervisor told me, I accepted it in good faith. I did not argue with her.
I now try to catch myself before I say 'alright' or 'thank you' whenever am teaching".

The reaction of this student-teacher suggests that supervisors' remarks are not limited to such issues as pedagogical content knowledge of student-teachers but it touches on all aspects of good teaching. It is important to mention here that teaching practice programme is not only about giving remarks on theoretical knowledge of various theories of teaching used in the classroom; but rather it also serves as a worthwhile experience in the making of a well-groomed professional teacher.

This finding corresponds with that of Kourieos (2012) who points out that supervisors seem to be dominant figures who are 'in control' of the learning process while student-teachers are expected to agree with their opinion and ultimately follow their prescription. However, this finding is in contrast with that of Oppong (2013) which indicates that some student-teachers do not always accept hook, line and sinker the remarks of supervisors. Oppong noted that some student-teachers sometimes make supervisors know that they disagree with them when they felt that what they are doing is right.

From Table 11 again, it was identified that many student-teachers felt happy about the remarks made by their supervisors. Many student-teachers mentioned that the remarks are more uplifting than discouraging this gave them a sense of fulfillment after taking corrective measures. It was clearly evident from the participants' responses that they had really profited from the supervisors' remarks.

This finding confirms the earlier study of Oppong (2013) but however, contradicts the findings of Sternberg (1998). Oppong's finding shows that student-teachers cited moment of joy, excitement and happiness as feelings which characterized their reactions towards the remarks made by their supervisors. Oppong further mentioned that in the view of the student-teachers, such remarks were indications of how they were progressing and this was also in line with the views of Orland (2001) who says that the main intent of supervisors' remarks is to help student-teachers develop in order to become competent teachers in the future. However, Sternberg opines that supervisors' remarks could be more demoralizing than constructive. He notes this and indicates that the damage caused by being extremely critical in the supervision of student-teachers' lesson far outweighs the merits of observation remarks and this in most cases calls on student-teachers to react in diverse ways towards the remarks giving by supervisors during teaching practice.

It was also realized from Table 11 that many of the student-teachers did not challenge the suggestions given by their supervisors when some felt what they did was right and neither did they sometimes reject the negative remarks made by their supervisors.

The Influence of Supervisors' Remarks on Student-Teachers Teaching in terms of the Programme of study

Hypotheses 1: H_0 There is no significant difference in the influence of supervisors' remarks on student-teachers teaching in terms of their programme of study. The essence of this hypothesis was to test the differences that exist between the influences of supervisors' remarks with respect to the different programmes of study.

Table 12: *Reaction of Student-Teachers towards Supervisors Remarks in Terms of Programme of Study*

ANOVA					
Main Reaction					
	Sum of Squares	df	Mean Square	F	Sig
Between Groups	2.905	4	.726	3.069	.017
Within Groups	57.974	245	.237		
Total	60.879	249			

Source: Field data, 2016.

In order to identify the differences that exist between the influences of supervisors' remarks with respect to the different programmes of study, the obtained data were analysed using one way analysis of variance (Anova). The independent variable was programme of study of student-teachers and the dependent variable was supervisors influence on student-teachers teaching. In order to obtain the dependent variable, items 21 to 33 on the questionnaire for student-teachers' which sought to measure the influence of supervisors' remarks on student-teachers teaching were transformed to obtain the mean student-teachers influence variable. One way analysis of variance was used to identify the differences between the dependent variable and independent variable at a significance level of 0.05. The results (Appendix C) show that there is no statistically significant difference as determined by one-way Anova [$F_{(4, 245)} = 1.676$, $p = 0.156$]. It can therefore be established that irrespective of the programme of study, supervisor's remarks had the same level of influence on student-teachers' teaching.

The relevant findings of this research are as follows:
Considering the influences of supervisors' remarks on student-teachers teaching, the study revealed that the remarks given by supervisor have tremendous impacts on the teaching of student-teachers. Majority of the student-teachers agreed to the fact that supervisors' remarks suggested to them better ways of asking their students question during the teaching and learning process. It was also found that Supervisors' remarks also helped student-teachers clarify their lesson objectives. In addition, it assisted many student-teachers know how to introduce lesson properly and further helped them learn new teaching techniques. The list of influences does not end here. The study also unveiled that supervisors' comments enabled student-teachers developed a clear sense of class control during teaching thereby helping them to improve upon their classroom management skills. This gave many student-teachers the confidence to teach their subsequent lessons with ease.

In an attempt to explore further whether conflicting views do have negative influence on student-teachers teaching, it was revealed that majority of the student-teachers claimed they were not confused about such conflicting remarks. However, some few student-teachers were confused with regard to such conflicting views.

Moreover, in considering student-teachers' reaction towards supervisors' views, it was discovered that a greater number of the student-teachers accepted both negative and positive remarks made by my supervisors. In addition, many felt happy about the remarks of supervisors. Only few on the student-teachers careless about the remarks made by supervisors thereby rejecting especially the negative remarks of the supervisors and some few also challenging the comments of supervisors when they felt what they have done was right.

The result of the first hypothesis revealed that there is no statistically significant difference in the reactions of student-teachers towards the remarks of supervisors in terms of gender.

Conclusions
The following conclusions were drawn based on the findings of the research.

It can be concluded that the remarks given by supervisors have tremendous impacts on the teaching of student-teachers which improved their classroom management skills as well as enhancing confidence to teach their subsequent lessons with ease. It is established that, supervisors' remarks help to clarify lesson objectives, helps in the introduction of a lesson, learn new teaching techniques and suggest better ways of asking students questions during the teaching and learning process. However, student-teachers get confused as different supervisors share conflicting views based on their supervised teaching.

This study resolved that the student-teachers accept positive remarks and react confidently towards good comments made by supervisors. However, student teachers reject the negative remarks suggested by supervisors when their lessons are supervised to the extent of some student-teachers challenging the remarks made on their taught lessons.

Finally, both male and female student-teachers reacted in similar manner towards the remarks made by supervisors on their supervised teaching. Males likewise female's student-teachers reacted positively, confidently and excited over good remarks, but rejected inter alia challenged negative responses from supervisors on observed lessons.

Recommendations
The following recommendations were made for significant stakeholders for policy and practice based on the findings and conclusions of this research.

The center for Teacher Professional Development of University of Cape Coast and other sister Universities should continue to organize training workshops, symposiums, conferences and meetings on objective as well as credible forms of lesson observation, evaluation and assessment for Teaching Practice Supervisors. The Teaching Practicum Directorate should clearly emphasize to supervisor's clear rules, procedures, methods, strategies, techniques, tasks and procedures that merit credits or disapproval; and how Teaching practicum supervisors would communicate their remarks to student teachers. In a way it helps reduce the biases and subjectivity in the grading and remarks presented to student teachers.

Supervisors who happen to supervise students at the same time for a particular lesson should come together to discuss the performance of the practicing teacher and solve all differences before sharing remarks with the student teacher to reduce the issue of conflicting remarks which tend to confuse student teachers.

It is also recommended that the Centre for Teacher Professional Development should ensure all Teaching Practice Supervisors are given equal training and same information in training student-teachers in the rightful methods, teacher professionalisms, techniques, strategies, tasks, assessment, measurement and evaluation in the On- Campus (in – School) teaching practice before they go for their field practice. This will reduce the different views that supervisors hold on teaching.

It is also suggested that Subject specialist or subject based professionals should be made to supervise student teachers in their field of specialty. This helps students and supervisors to understand each other and make objective suggestions and remarks. Cross subject or cross discipline supervision mostly breeds conflicts.

It is also recommended that supervisors should emphasize both positive remarks and negative remarks and shouldn't stress so much on the negative comment to make the supervision seem like a "fault-finding mission". The after-teaching discussions made by the supervisor to the student-teacher should be in a polite way geared towards helping the student-teacher to acquire all the essential teacher professionalisms.

It is also indorsed that because the supervisors spend quite limited amount of time with the students in supervising them, the assessment of student-teacher performance wouldn't be comprehensive as such mentors whom student-teachers are assigned at various schools to help model student-teachers professionalism should be considered to take active part in the supervision because they tend to spend more time with teacher trainees (pre-observation, observation itself and the post-observation discussion) and would stand a better chance to assess student-teacher performance. It would be better if mentors and external supervisors are made to work together to ensure an objective and comprehensive supervision is made.

Finally, we will recommend that supervisors should detach the supervision from their biases, feelings, nuances, gender and stereotype. The Teacher Professional Development of University of Cape Coast should ensure that supervisors observe the guidelines meant to rationalize and ensure uniformity in the Off-campus teaching practice lesson assessment and supervision as proposed by the Teaching Practice Unit.

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