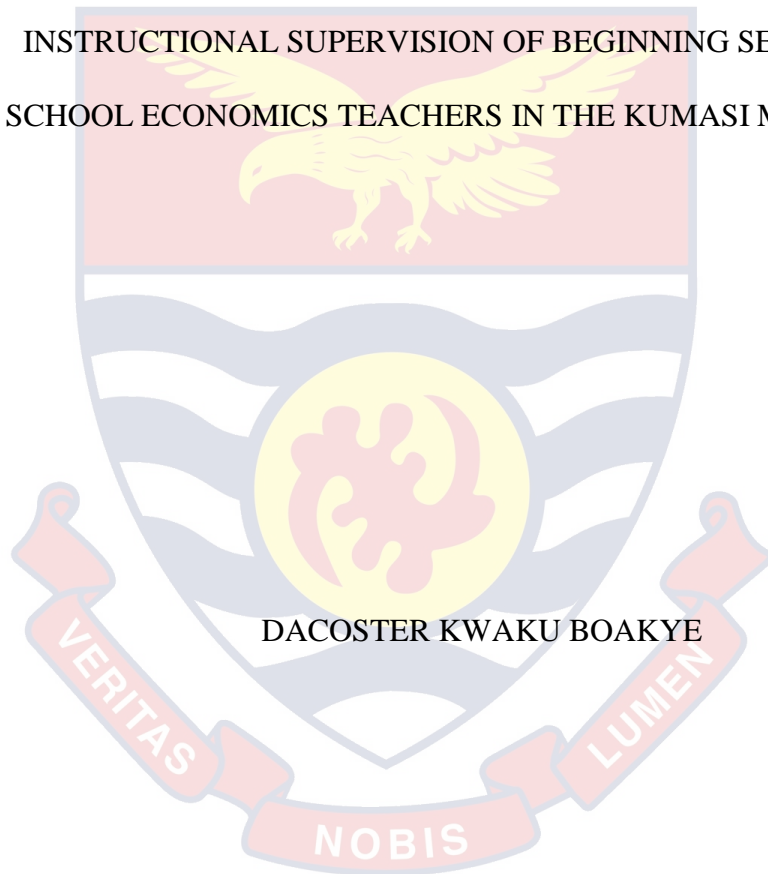


UNIVERSITY OF CAPE COAST

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SCHOOL ECONOMICS TEACHERS IN THE KUMASI METROPOLIS

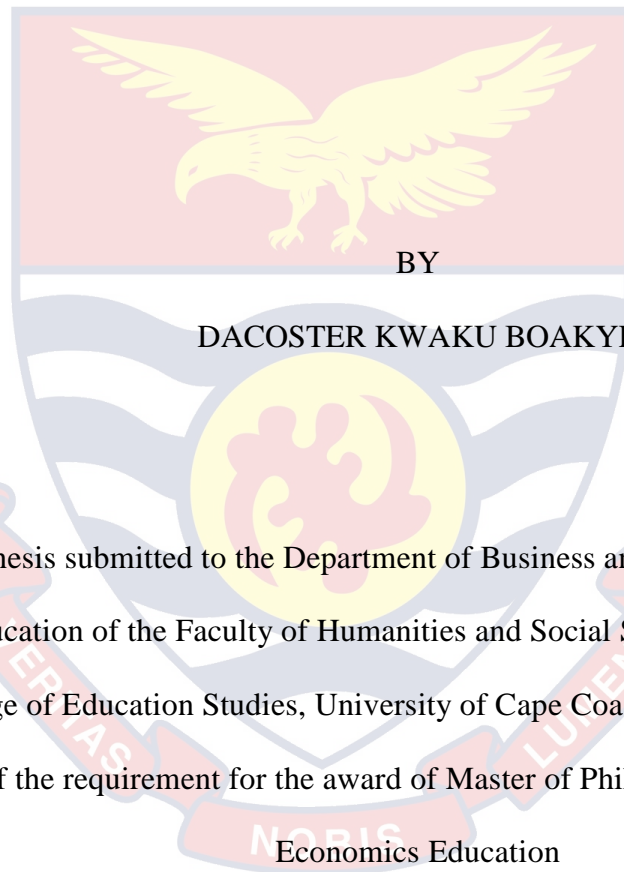


DACOSTER KWAKU BOAKYE

2021

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Thesis submitted to the Department of Business and Social Sciences
Education of the Faculty of Humanities and Social Sciences Education,
College of Education Studies, University of Cape Coast, in partial fulfilment
of the requirement for the award of Master of Philosophy degree in
Economics Education

JUNE 2021

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature Date

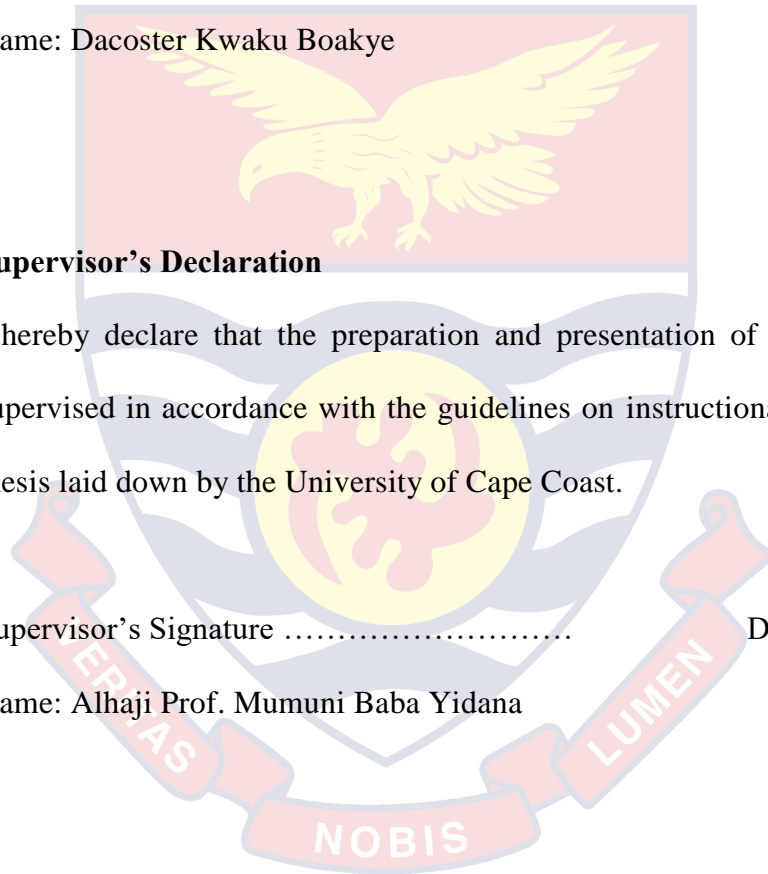
Name: Dacoster Kwaku Boakye

Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on instructional supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature Date.....

Name: Alhaji Prof. Mumuni Baba Yidana



ABSTRACT

The attitude of head teachers towards instructional supervision has a greater impact on the professional development of Senior High School Beginning Economics teachers' professional development. This study examined the attitude of Head teachers towards the instructional supervision of beginning senior high school economics teachers. The study was a quantitative research which adopted the descriptive cross-sectional survey design. In all, 98 Head teachers were selected for the study. Data was collected on a 5-point Likert scale questionnaire strongly agree to strongly disagree. The descriptive statistics which comprise mean and standard deviation were used to analyse the data that was obtained. The study found out that Head teachers attach a great level of importance to beginning Economics teachers' instructional supervision. Again, it was found out that Head teachers encounter the fundamental Challenges of the instructional supervision process. Also, the most adopted approach to instructional supervision adopted by the school heads was the clinical approach to instructional supervision. Lastly, it was found out that there is a statistically significant difference between the level of importance private and public Head teachers attach to Beginning SHS Economics teachers' instructional supervision. It was recommended that the Ghana Education Service must set up an independent body to monitor the supervisory activities of Public Senior High School Heads.

KEY WORDS

Attitude

Clinical supervision

Economics

Instructional supervision

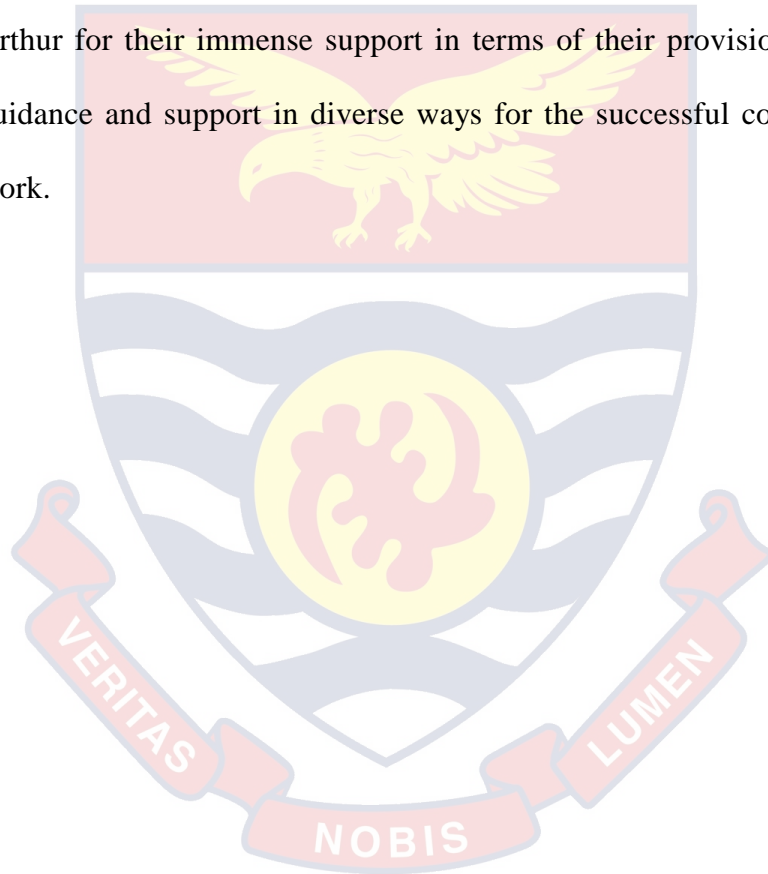
Professional development



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DEDICATION

To Afia Nyarko, my mother



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CHAPTER ONE

INTRODUCTION

Background to the study

Education is a complicated process that brings various facets to play. The role of a teacher in this process cannot be underestimated (Glatthorn, 2010). Through teachers, education fulfils its goal of teaching and nurturing students. To ensure an adequate teaching-learning environment, teachers need not only to be well educated but a part of the learning community. The purpose of teacher education and other professional development experiences is to promote the learning and growth of teachers as persons and as professionals.

According to Reiman and Thies-Sprinthall (2008), teachers who learn and grow become more adept in a broad range of instructional strategies, including building positive relationships with students, parents, and professional colleagues. As well, they become more capable and flexible in their capacity to make decisions. Supervision of instruction is designed to meet this developmental need to maintain effective education and provide sufficient resources for teachers.

A variety of persons may be involved in improving classroom and school instruction and they are often referred to as supervisors. They are in a unique position to nurture, develop, and articulate the community's vision of what a learning environment can and should be (Sergiovanni & Starratt, 2008). Among those exercising supervisory responsibilities are school Head teachers, assistant Head teachers, department heads, mentor teachers, instructional head teachers, teacher study groups, counsellors, clinical

teachers, college faculty, programme directors, collaborative inquiry teams, and central office personnel (Reiman & Thies-Sprinthall, 2008).

The main theme of this study was based on the belief that the supervisory process should be a collaborative effort reflecting the professional concerns of the individual teacher. Researchers (Beach & Reinhartz, 2000; Glatthorn, 2010; Glickman, Gordon, & Ross-Gordon, 2008; Sergiovanni & Starratt, 2008) emphasized the importance of the collaborative effort of all participants involved in the supervisory process.

Over a long period, instructional supervision had been based on hierarchical principles. The role of the teacher was to impart basic truths to students, whereas the role of the supervisor was to serve as the “inspector” to ensure the curriculum had been followed and essential skills had been learned (Ebmeier & Nicklaus, 2009). As this orientation towards teacher instructional supervision became more common, many teachers were afraid to ask supervisors for help or to seek collegial assistance for fear that doing so would expose weaknesses in their teaching, which could be reflected later in low evaluations and possible punitive actions. As Ebmeier and Nicklaus noted, instructional supervision as an evaluation tool reduced the possibility of nurturing collegiality, collaboration, and reflective practice. As results of the effect that the inspection was having on teachers however, researchers saw the need to utilize the term supervision instead of inspection.

Redefinition of instructional supervision, according to Sergiovanni and Starratt (2008) includes the disconnection of instructional supervision from hierarchical roles and is viewed as a more democratic and professional process, involving multiple skills that are equally available to teachers and

supervisors. This new instructional supervision embraces different configurations of teachers as colleagues working together to increase the understanding of their practice. It establishes a new connection with developmental roles. "... Staff development and instructional supervision are now joined in such a way that they are often indistinguishable".

One of the most critical Challenges facing the teaching profession is how to improve the development of beginning teachers. Beginning teachers find their first few years of teaching a trying and often defeating experience (Glatthorn, 2010). Entrance into the teaching profession is marked by an initial period of challenges and opportunities. Teachers begin their careers facing the most difficult assignments (Huling-Austin, 2000) with a lack of time for planning, instructional supervision, and interaction with colleagues (Odell & Ferraro, 2002). Educational leaders in schools must "support successful teacher induction in the ways they respond to these beginning teachers' needs" (Reiman & Thies-Sprinthall, 1998, p. 13).

As Robinson (2008) pointed out, to be successful, beginning teachers must meet their challenges with perseverance, hard work, and quality assistance from experienced teachers and administrators who are willing to provide and recognize extensive support for beginning teachers during the first year or two of their teaching careers. Effective instructional supervision and coaching programmes at the induction level by Head teachers have been found to ameliorate beginning teachers concerns, and to increase beginning teacher focus on instruction (Huling-Austin, 2000).

The Challenges experienced by beginning teachers should not lead supervisors to conclude that all induction programmes should focus solely on

survival issues (Glatthorn, 2010). Professional development, as a desired outcome of instructional supervision, must be a key issue in induction, given that beginning teachers are future educational leaders (Reiman & Thies-Sprinthall, 2008).

Teachers differ in their preferences and choices for instructional supervision (Beach & Reinhartz, 2000). While there are teachers who would like to be left alone to do their job, other teachers would appreciate comments about their teaching (Augustyn, 2011). According to Glatthorn (2010), beginning teachers can also be characterized in terms of their preferences for certain kinds of supervisory practices. There is general agreement that most beginning teachers require the intensive assistance of clinical supervision. To improve their instructional performance, the supervisor should also work with them in two other styles, a direct supervisory style, and a flexible collaborative style.

In Turkey, Arong and Ogbadu (2010) conducted a study on the relationship between instructional supervision and the professional development of second cycle teachers. Their study employed qualitative design with a semi-structured interview guide as their main instrument. They employed 22 Head teachers from 22 schools. Their study revealed that there is a close connection between instructional supervision and teachers' professional development in general. This implies that instructional supervision is a necessary ingredient for teachers to be able to develop themselves professionally.

The education system in Ghana has adopted a lot of policies both before and after independence from the British in 1957. The structure of the

pre-tertiary education system after independence was six years of primary school, four years of middle school, five years of Secondary School, and two years of sixth form (Oduro, 2008). The 1987 Education Reform altered the structure to six years primary, three years of Junior Secondary, and three years of Senior Secondary School (Anamuah-Mensah, 2009). In more recent reforms, Junior Secondary and Senior Secondary schools have been renamed Junior High and Senior High Schools respectively. Graduates from Junior High Schools can proceed to Senior Secondary Vocational and Technical Schools/Colleges. The latest reform has included pre-primary education as part of the basic compulsory education system Ministry of Education, (2008).

The Ghana Education Service (GES) is the main agency of the Ministry of Education charged with the implementation of pre-tertiary educational policies following the GES Act 506 of 1998 (Mankoe, 2006). The service is controlled by the GES Council, which is responsible for formulating educational policies and programmes, including supervision of instruction. Decision-making about education in Ghana is a top-down process. Education policies that directly affect teachers, such as those related to supervision of instruction, are contrived at the top and handed down to teachers and Head teachers for execution. Instructional supervision in Ghanaian Secondary Schools is a function that has, over the years, been handed to the Ministry of Education per the Education Act 506 (Ministry of Education, 1998) which warrants the Minister for Education to nurture and advance the education of the people of Ghana. Supervision of instruction in Ghana has predominantly been the task and duty of school inspectors and personnel (Head teachers, administrators, and heads of department) within the schools. School inspectors

at the regional offices and headquarters generally carry-out inspection in Senior High Schools (Opare, 1999).

Internally, Head teachers, assistant Head teachers or headmistresses, and heads of department in Senior High Schools supervise instruction. At the district level other structures such as District Education Oversight Committees (DEOCs), School Management Committees, District Teacher Support Teams (DTSTs) and Parent-Teacher Associations (PTAs) have been established to contribute to school instructional supervision. The GES commissions' assistant Head teachers in Senior High Schools to be at the helm of affairs when it comes to the management of the school meanwhile, the Head teachers are also entangled with other official duties or absent from school.

These bodies are to see to it that teachers attend school regularly and punctually, and make good use of instructional hours. Oliva and Pawlas (2001) noticed that instructional supervision is needed for all kinds of teachers in schools- the new, inexperienced, and the able. The literature on instructional supervision (Patterson, 2000; Waite, 2008; Zeng, 2010) advocates that instructional supervision is needed, is desirable, and plays a valuable role in the professional development of beginning teachers.

It is also worthy of note that the GES recognises the importance of external instructional supervision as a complement to on-site school instructional supervision. This is evident in a speech read on behalf of the Director-General of Education of the GES at Saltpond (Director General of Education, 2008). The Director-General observed that the quality of our education largely depends, among other things, on effective instructional supervision and that is the more reason why the GES is encouraging and

empowering School Management Committees (SMCs) and Parent-Teacher Associations (PTAs), which are important agents of school instructional supervision (Mensah, 1995).

The present situation of instructional supervision in schools as reported by Ezekwensili (2007) indicated that there has not been adequate instructional supervision of teaching and learning in recent past decades. This lack of instructional supervision in the past in schools has been the bane of failed educational policies. A system not supervised and evaluated is in dire need of collapse. The National Policy on Education (2004) sees instructional supervision as an aspect to ensure quality and continuous monitoring of instruction and other educational services. In many schools, there is poor or ineffective supervision of instruction teachers have little input about matters affecting instructional practices. Teachers in Ghana may have concerns about the guidelines and conduct of instructional supervision; supervisors' political and religious affiliation, ethnic background, or gender may not be relevant to them. These issues are not likely to affect teachers' beliefs, values, and perspectives about the supervision of instruction.

It is the responsibility of the school administrators to supervise and monitor instruction regularly thereby reducing inequalities within the horizontal and vertical instructional delivery system of the school. In Ghana, improving the quality of teaching and learning is of critical importance because of (a) the general low teacher quality; (b) the presence of many untrained teachers in the teaching profession; and (c) the need to implement educational reforms, innovations, and development effectively and successfully (Acheampong, 2005).

In General, the attitude of Head teachers towards the instructional supervision of teachers differs from one school head to the other, depending on the number of years a particular teacher has served (Rogan, 2003). Most Head teachers employ the clinical approach to instructional supervision for beginning teachers whereas the traditional approach is normally used for experienced teachers. In Ghana, school heads at the Senior High School level mostly attach a lower level of importance to instructional supervision especially for newly recruited teachers (Dwamena, 2013). Also, in most schools in Ghana, Head teachers in private schools perform their supervisory roles effectively than their public counterparts (Ansong, 2013).

According to Acheampong (2005), indiscipline on the part of Economics teachers makes it difficult for school heads to carry out their supervisory responsibilities. Most newly appointed teachers disrespect and do not implement suggestions offered to them by their Head teachers. This may go a long way to affect the professional development of beginning Economics teachers since instructional supervision and teachers' professional development are positively related (Arong & Ogbadu, 2010).

Stemming from the need for improved instructional supervision of teachers is a need to develop a connection between instructional supervision and professional development (Dollansky, 1997). The route taken in professional development should parallel teacher needs (Jonasson, 1993). The professionalism of beginning teachers depends on how their particular needs are satisfied. It is the purpose of administrators as supervisors to provide the necessary and effective models of supervisory practice for professional development. Teachers need to have a choice among supervisory styles

available for their academic growth. Thus, personal and professional development is the outcome of effective instructional supervision (Oja & Reiman, 1998).

The relationship between a principal's instructional supervision and a teacher's professional development is of interest to the study of teachers' professional development. Research indicates that principals not only play administrative roles but also instruct teachers. In particular, principals inspire teachers to overcome challenges and changes in education. Head teachers who are school leaders should consider the influence of their instructional supervisory behaviours on teachers while emphasizing their roles in instructional supervision (Chen, 2013).

Therefore, what is of concern of this present research study was to examine the attitude of Head teachers toward the instructional supervision of beginning Senior High School Economics teachers.

Statement of the Problem

Instructional supervision is a very important aspect of Head teacher's role in a school. For any system to function effectively and achieve its objective, keen instructional supervision is a vital role in success (Chen, 2013). It has become very difficult for beginning Economics teachers to develop themselves professionally (Dwamena 2013). One main reason is attributed to the elapses in the attitude of supervisors in carrying out their supervisory role. According to Badu (2012), Head teachers in the Kumasi metropolis are performing their supervisory role yet beginning SHS economics teachers who are posted over the years are not satisfied with the kind of supervision they have been receiving. Also according to Badu's

findings ten beginning SHS Economics teachers are posted into the metropolis every year and that necessitate for a critical look into then issue at hand. To get a better understanding of the issues dealt with in this study, it is essential to provide the context for Kumasi Metropolis in the Ashanti region of Ghana regarding instructional supervision and professional development.

In Nigeria, Abiola (2011) revealed that beginning teachers are passionate and ready to develop themselves professionally. Abiola's study further brought to light that the professional development of these teachers can be achieved through effective instructional supervision. In Abiola's research, it was also revealed that Head teachers are the principal agents responsible for the instructional supervision of teachers.

Also, Badu (2012) in examining the professional development of beginning Economics teachers in Senior High Schools in the Ashanti Region of Ghana, identified that most of these teachers are not able to develop themselves professionally through the instructional supervision that they receive from their supervisors. Dwamena (2013) study also revealed that there are differences in the approaches that public and private Head teachers use in the instructional supervision of beginning High School Economics.

Badu (2012), studies further revealed that beginning SHS Economics teachers' professional development is not directly affected by the instructional supervision that is conducted by their supervisors in the Metropolis. This in a way has created a difference between instructional supervision and professional development of beginning teachers (Hallman 2012). Again, Ansong (2013) postulated that beginning Economics teachers in the Kumasi Metropolis lag in terms of their professional development as compared to their

older counterparts. According to Amoateng (2015), however, it appears Head teachers in the Kumasi Metropolis do not treat older and beginning teachers equally when it comes to instructional supervision, therefore this seeming difference in the attitudes of Head teachers towards instructional supervision could be a leading factor.

In the Ghanaian context, most of the studies (Badu, 2012; Asamoah; 2013; Saahene, 2014; Danso, 2017) conducted on instructional supervision focused on instructional supervision in general and other subject discipline. It appears little work has been done in Ghana to find out the attitude of Head teachers towards the instructional supervision of beginning Economics teachers.

Also the studies of Dwamena, (2013) & Amoateng (2015) cite excerpts of differences between instructional supervision and professional development of beginning teachers. It therefore suggests that the attitude or how the Head teachers view instructional supervision is at play in beginning High School Economics teachers' professional development in schools.

This current study, therefore, sought to examine the issues in the attitude of Head teachers towards instructional supervision that shape the professional development of beginning Economics teachers in the Kumasi metropolis.

The Purpose of the Study

The study sought to examine the attitude of Head teachers' towards the instructional supervision of beginning Senior High School Economics teachers' in selected Senior High Schools in the Kumasi Metropolis. Specifically, the study was intended to;

1. examine the level of importance that Head teachers attach to the instructional supervision of beginning SHS Economics teachers.
2. identify the challenges that Head teachers encounter in supervising Beginning SHS Economics teachers.
3. assess the approach Head teachers use in supervising Beginning SHS Economics teachers.
4. examine the role Head teachers play in supervising Beginning SHS Economics teachers.
5. ascertain whether there is any statistically significant difference in the level of importance male and female school Heads attach to the instructional supervision of Beginning SHS Economics teachers.
6. determine whether there is any statistically significant difference in the level of importance that public and private school Heads attach to the instructional supervision of Beginning SHS Economics teachers.

Research Questions

The following research questions guided the study;

1. what level of importance do Head teachers attach to the instructional supervision of Beginning SHS Economics teachers?
2. what challenges do Head teachers encounter in supervising Beginning SHS Economics teachers?
3. what supervisory approach do Head teachers use in supervising Beginning SHS Economics teachers?
4. what role do Head teachers play in supervising Beginning SHS Economics teachers?

Research Hypotheses

The study tested these hypotheses:

1. H_0 : There is no statistically significant difference between the level of importance male and female school Heads attach to Beginning SHS Economics teachers' instructional supervision.
2. H_0 : There is no statistically significant difference between the level of importance public and private school Heads attach to Beginning SHS Economics teachers' instructional supervision.

Significance of the Study

The study is envisioned to provide rich information to various stakeholders in the educational sector. It is intended to reveal the fundamental Challenges that Head teachers encounter in supervising beginning Economics teachers. This will further help researchers to understand the issues in the school contexts that influence beginning economics teachers' professional development, The findings could also bring to light the best supervisory approach that will help supervisors to achieve their goals. That is to say, laying the foundation for further research into the effectiveness or how teacher instructional supervision techniques are utilized in Ghana and elsewhere. The findings of this study might help beginning economics teachers to understand what influences their professional development. It might also contribute to the research literature on teacher instructional supervision for Head teachers of other levels of education.

Delimitations

The study was confined to selected Head teachers in Senior High Schools with Economics Teachers who are in their early stage of their career

in the Kumasi metropolis. This area was chosen because most of the beginning Economics teachers in the metropolis lag in terms of their professional development. The scope of the problem under investigation was limited to only instructional supervision not supervision in general. Instructional supervision is particularly about helping teachers to develop their teaching methods, and to inculcate feedback from their supervisors to improve upon their teaching.

Limitations

The study suffered a few setbacks. In the first place, the respondents were skeptical about the purpose of the study. In ensuring that accurate responses were solicited from the respondents, the purpose of the study was explained to the respondents. Since the research was purely a quantitative study, only closed-ended items were used, which prevented the respondents from providing their additional responses, thereby restricting the study from being further enriched. Finally, the findings of the study cannot be generalized to all Head teachers in the Kumasi Metropolis. Generalization of the findings was only limited to the School heads that have beginning Economics teachers teaching in their school.

Operational Definition of Terms

The following terms are defined as applicable to the study:

Instructional supervision: The interaction between the supervisor and supervisee, with each having a recognised input in the process but within a defined individual role.

Beginning teacher: This term refers to a teacher present in the first or second year of teaching.

Clinical supervision: This is a process of instructional supervision of classroom instruction for the improvement of professional growth and development.

Head teacher: This refers to a male or a female head of a high school.

Organisation of the Study

The study was divided into five chapters which discussed all aspects of the study. Chapter One covered the background to the study, statement of the problem, the purpose of the study, research questions, research hypotheses, significance of the study, delimitation, limitations, definition of terms and the organization of the study. Chapter Two discussed the literature review relating to the study as well as the theoretical review that was adapted for the study. It pointed out the opinions and assertions of various authorities in related areas of the study. The third chapter also dealt with the methodological approach of the study. It comprised research design, population, sample and sampling procedure, research instrument, test for validity and reliability, data collection procedures and data analysis procedure. Chapter Four focused on the results and discussion of the data collected and analysed. Chapter Five considered the summary, conclusions, and recommendations based on the findings of the study as well as suggestions for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Overview

The chapter reviews the literature on school instructional supervision. This chapter is in three parts; that is the theoretical review, conceptual review and the empirical review. Under the theoretical review, the clinical supervision model was considered. The conceptual review looked at the historical development of instructional supervision in Ghana, the concept of instructional supervision, the importance of teacher instructional supervision, the Challenges associated with teacher instructional supervision, an overview of instructional supervisory approaches and the roles of Head teachers in the instructional supervision process. The chapter ends with the conclusion of some specific empirical studies that have looked into the means of improving teacher performance through instructional supervision and then provide a summary of the reviews.

Theoretical Review

Clinical Supervision Model

This study is underpinned by the clinical model of instructional supervision. The clinical supervision model came into view in the 1970s and spring from the pioneering work of Robert Goldhammer and Morris Cogan in a collaborative study of teaching through Harvard University (Miller & Miller, 1987). Clinical supervision is defined as the process of instructional supervision of classroom instruction for the improvement of professional growth and development (Cogan, 1973). Through a research base,

Goldhammer and Cogan wrote their books with the same title “Clinical supervision” in 1969 and 1973 respectively (Miller & Miller, 1987).

According to Sullivan and Glanz (2000), the 1970s was the era when the field of instructional supervision was tormented by uncertainty and ambiguities. According to Sullivan and Glanz (2000), Goldhammer and Cogan (1973), elaborated this model at the time when practitioners and researchers were making collaborative efforts to reform instructional supervision, and their work was considered in a comprehensive attempt to seek alternatives to traditional education practice. Therefore, the clinical approach to instructional supervision was designed to cater for the elapses in the traditional approach to instructional supervision. Acheson and Gall (1977) and Haileselassie (1997), defined clinical supervision as the face-to-face interaction between the supervisor and the teacher to improve instructions and increase the professional growth of newly recruited teachers. It is figured that one-to-one compatibility exists between improving classroom instruction. Cogan (1973) described clinical supervision as a rational and practical design to improve teachers’ classroom performance.

Cogan (1973) argued that the main purpose of the undivided clinical process is the development of a professionally responsible teacher who can analyse his/her performance, open up for others to help him/her, and be self-directing. He advises, however, against the misconception that the beginning teacher can dispense with the services of a supervisor entirely. To him, such situations rarely occur, and that almost all beginning teachers need some sort of contributions from supervisors and other personnel occasionally, and at appropriate intervals.

In this regard, Sergiovanni and Starrat (2006) observed that a positive school climate is a precondition for clinical supervision, in which a norm of supportiveness is sensed by all those participants working in it. In general, the school is noted to have a supportive context that nurtures close working relations among teachers. These closed working relations can be realized on the committee, subject, and class levels. It is an important condition that both supervisors and teachers understand and accept their respective roles in clinical supervision. Beach and Reinhartz (2000) stipulated that if schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process.

Advocates of clinical supervision also assert that the focus of the model is on the collection of descriptive data from detailed observation of the teaching process to guide practice. The data includes what teachers and students do in the classroom during the teaching-learning process. These are supplemented by information about Head teachers' and teachers' perceptions, beliefs, attitudes and knowledge relevant to the instruction (Cogan, 1973). Cogan concluded that for instructional supervision to be effective, both the supervisor and teacher involved should collaboratively use the data collected in the classroom to plan programmes, procedures, and strategies to improve the teacher's classroom behaviour, including instructional techniques.

It involves several phases that range from the initial planning of the lesson with the supervisor through to the conference phase and lastly, planning for the next lesson to be observed. However, the phases will largely depend on the nature of classroom activities, the time factor, and the beliefs of the teacher and the supervisor. Although the original developers of clinical supervision

Cogan and Goldhammer (1970) advanced eight phases. The original eight phases (Cogan, 1973) include:

1. Establishing the teacher-supervisory relationship (rapport): At this phase, the supervisor accustoms the clinical relationship between her/himself and the teacher. This helps the teacher to attain some general understandings about clinical supervision as a perspective on its sequences and begins to induct the teacher into the new functions of instructional supervision.
2. Planning with the teacher: The supervisor and the teacher plan the lesson together, predict results and Challenges of the lesson, and then feed-back is provided, and proper evaluation is agreed upon.
3. Planning the strategy for observation: At this stage, the supervisor and the teacher agree on the objectives, processes, and aspects of observation to be collected. At this phase, the functions of the supervisor in the observation process are specified.
4. Observing instruction: The supervisor observes the classroom (lessons) and records the actual classroom event as he/she sees it, but not her/his interpretation.
5. Analysing the teaching-learning processes: The teacher and supervisor analyse the events that took place in the classroom. Decisions are made about the procedures with careful regard to the teacher's developmental level and need at that moment.
6. Planning the strategy of the conference: Initially, the supervisor alone develops the plan (alternatives and strategies for conducting the

conference). At subsequent times, this planning could be done jointly with the teacher.

7. The conference: At this stage, the supervisor and teacher meet to review the observation data.
8. Renewed Planning: The supervisor and teacher opt on the kinds of changes to be affected in the teacher's classroom behaviour. Both supervisor and teacher begin to plan the next lesson and the changes the teacher will attempt to make in his instructional processes. They then begin planning when the next cycle will take place.

Other researchers have reduced the original eight phases to between three and five (Acheson & Gall, 1980; Glickman, 1990). Acheson and Gall describe the three phases as planning a conference (pre-observation conference); the actual observation; and feedback conference. Glickman (1990) also describes five phases as pre-conference; class observation; analysis and interpretation; post-observation conference; and critique of four phases. Goldhammer (1969) proposed the following five-stage process in clinical supervision.

1. *Pre-observation Conference*: According to Lovell and Wiles (1983), the pre-observation conference (behaviour system) bestows an opportunity for the supervisor and the teacher to establish a relationship, mutual trust, and respect. The teacher and supervisors get to know each other as fellow professionals. So that it is important to the establishment of the foundation for the observation and analysis of teaching. This approach is most satisfactory because the expertise, confidence, and credibility of the supervisor outweigh information,

experience, and capabilities as cited by Glickman, Gordon, and Ross-Gordon (1998)

2. *Classroom Observation:* In this stage, the supervisors detect the teacher at work during a formal lesson. Observation concocts opportunities for the supervisor to help her/his test reality, the reality of his/her perceptions, and judgments about teaching. Acheson and Gall (1997) agreed that the selection of an observation instrument will help brush up and improve the teacher's thinking about instruction.
3. *The circumstances under which observations are made are very relevant to the teacher.* Most teachers prefer the supervisor to notify them of the visit so that they can prepare their lessons. There is no other equally essence choice than classroom visits for the betterment of instructions. Classroom observation is a valuable means to obtain first-hand information and experience of the classroom atmosphere.
4. *Analysis of the Observations:* As soon as the observation has been conducted, the supervisor organizes their observation data into clear discipline for feedback to the teacher. Collect, analyse, and present data gathered during classroom observations for post-observation conferences, intending to strengthen instruction to improve student achievement (Glickman et al., 2000; Zepeda, 2007).
5. *Post-observation Conference:* In this stage, the major purpose of the supervisor is to give feedback to the teacher about the teacher's performance. Research bespeaks that teachers are likely to alter their instructional behaviours on their own after their classroom has been described to them by a supervisor. Whether or not any positive change

depends on the quality of feedback that is provided (Sullivan & Glanz, 2002).

6. *Post-conference Analysis*: The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self-improvement for the supervisor. It is the time when the supervisor gauges the nature of communication during the conference, the effectiveness of the strategies used, the role of the teacher during the conference, and the extent to which progress was made on the issues that were discussed. In supporting this stage, Reavis (1978) indicated the supervisor must see his role as trying to help teachers achieve their purpose more effectively and efficiently.

Wanzare (2014) presumed that clinical supervision is powerful in enhancing and improving instruction, He argued that clinical supervision is well advance beyond traditional instructional supervision that makes it suitable for the instructional supervision of newly recruited teachers. It remains the researcher's conviction that as a face-to-face process it allows supervisors and teachers to spend more time together discussing and analysing what is occurring in the classroom and to come up with strategies to overcome any teaching Challenges, improved classroom practice resulting in improving the professional development of the beginning teacher (Rugai, 2008).

Justification for the use of Clinical Supervision Model

Many reasons have been advanced to affirm the use of the clinical supervision model during instructional supervision by school heads. Abdulkareem (2001), highlighted the advantages of clinical supervision as the provision of objective feedback on instruction, diagnosing and solving

instructional Challenges, assisting teachers in developing pedagogical techniques to promote learning, motivating the students, managing the classroom, and helping teachers to develop positive attitudes towards continuous professional development.

Sidhu and Fook (2010) postulated that instructional supervision should be inspected as a process of observing, nurturing, and giving feedback on the professional activity of teaching and learning to teachers. Sidhu and Fook (2010) further explained that effective instructional leadership that postulates formative instructional supervision should show effective and collegial dialogue to encourage teacher reflection and professional growth. Furthermore, Behlol, Yousuf, Parveen, and Kayani (2011) affirmed that clinical supervision demands utmost planning on the part of the supervisor and supervisee. It could, therefore, be said that clinical supervision does not only involve observing teachers' classroom instruction but entails teacher preparedness for the teaching and learning process. These, therefore make it suitable for beginning teachers to appreciate how instructional supervision influences their professional development.

Conceptual Review

The Concept of Attitude

The study of attitude has become an accepted part of studies in education. Thus, attitude toward various subjects of study and the effects of attitudes on education had all been studied. Knowledge about the concept of attitude is very vital in human endeavour and behaviour. According to Aiken (2002), an attitude is an internal disposition to evaluate in positive or negative terms of an object which is accompanied by affective, cognitive and

behavioural responses. The development of positive attitudes toward supervision is a goal for many educational systems because they are seen as a requisite for teacher development.

It could be argued that attitude play a critical role in an individual's behaviour since attitude affects essentially everything that people do, or gives a reflection of what people stand for. How people see the world and how they come to accept and integrate new experiences cannot be disassociated from their attitude (Armstrong, 2006). Another study has identified attitude to be one of the obstacles or impediments to success or failure in Economics performance and supervision (Aiken, Clarke & Sloame, 2001). To organise supervision for the Senior High School Beginning Economics teacher, it would be important to ascertain the attitude of the head teachers towards supervision especially in the area of Economics. According to Glatthorn (2007), the major factor which influences the students' performance is the teacher. The head teacher must have positive attitude both towards Economics supervision to make the supervisory programme meaningful and successful.

Head teachers need to have favourable attitude towards relevant developmental educational supervision to be able to impart positively on the teachers they supervise (Schwartz, 2000).

The literature from Reepen and Barr (2010) has suggested that there is a positive relationship between head teachers' attitudes toward supervision and teacher development. Dixon (2005) maintained that attitudes are generally regarded as having been learnt. This predisposes an individual to action that has some degree of consistency. She added that experiences of teachers

influence the formation of attitudes and these in turn influence their classroom practices and supervision.

Attitude can be regarded as the description of how people feel about or react to other people, places, events, ideas or things (Kubiszyn & Borich, 2013). Thus, attitude is a manner of acting, feeling or thinking that shows one's disposition or opinion. It is really how one responds to and approaches things. Of all the skills that one develops it is his/her attitude that influences them. A bad attitude does not take one far in life.

Allport (1996) defined attitude as a mental and neural state of readiness organised through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Allport's definition explains that, attitude is a state of mind of readiness which leads an individual or one to perceive people and things surrounding him/her in a particular way and that direct how that individual responds to the situation or object related to it. Moreover, attitudes are not innate they are learned, developed and organised through experience.

Furthermore, attitudes are dynamic and for that matter they are therefore subject to change, Dube (1990) with similar opinion opined that an individual's attitude does not develop in a vacuum, but the group affiliations of the individual helps to determine the formation of his/her attitude. Thus, the type of group that one affiliates to would influence his/her attitude. That is, if one affiliates to a group of teachers noted for bad or negative attitude then such an individual is likely to develop the same attitude. Nitko (2000) sees attitude as characteristics of a person that describe his positive and negative feelings toward particular objects, situations, institutions, persons or ideas.

That is, attitude differs in both direction and intensity. In terms of direction one's attitude toward an object or person may be positive or negative, favourable or unfavourable. In terms of intensity it refers to the strength of the feeling or the degree of the magnitude. Attitude is therefore seen as predisposition to respond favourably or unfavourably toward a person, thing, event, place, idea or situation. In other words attitudes are thoughts and feelings that encourage one to act as though he/she dislikes or like something. For instance, like or dislike for beginning Economics teachers supervision.

A person's attitude determines his behaviour and the success of the programme. In this regard, favourable attitudes of head teachers toward supervision, school to mention but a few should be encouraged in order to build a good foundation for the future. Reepen and Bar (2010) stated that attitude is relative enduring orientations that individuals develop toward various subjects and issues they encounter during their lives and which they express verbally as opinions and issues. Thus, attitudes are therefore contained elements of beliefs and values as well as varying degree of factual knowledge.

Attitude is a tendency to make a response of either avoidance or approach to an object or group of objects. Thus, the way one approaches an object or avoids it is determined by his/her attitude towards that object. For the purpose of this study the concept and definition of attitude by Nitko (2000) and Triandis (1971) were adopted. These were preferred because they talk about the characteristics of a person that describe his/her positive or negative feelings toward particular objects, situations, persons or ideas and also talk about the affective, cognitive and behavioural responses.

From the discussion the following features were highlighted. That is, attitude refers to beliefs, manner of feeling, reacting or thinking that shows one's disposition or opinion. Attitude describes one's positive or negative feeling to towards objects or activities. Attitudes are learned, and a particular group one is affiliated determines the formation of his/her attitude. However, since learned they are therefore subject to change (Allport, 1996).

Judging from the foregoing definitions and concept of attitudes one may say that every individual reacts to his environment, object, people or subject in terms of beliefs, values, interests, opinion and sentiments. However, there are other factors such as the decisions stakeholders make, and the strategies they use, also influence the attitude of teachers towards supervision (Glanz, 2000). It is often declared that the attitude of a head teacher could influence their actions towards instructional supervision, which becomes critical to beginning Economics teachers' professional development.

In addition, attitudes of head teachers and perception they have towards supervision are complexly affected by the beliefs, emotions, social context, and content knowledge of the teacher. Head teachers' beliefs, or emotions, are acknowledged as underlying constructs which affect their attitude; yet, it is important for the supervisor to create friendly atmosphere for the supervision practices to be carried out (Glatthorn, 2007). From the discussion it is clear that head teachers' views or conceptions of the nature of instructional supervision, influence their attitude towards supervision practices and behaviour.

The Concept of Instructional Supervision

To those outside the field of education, defining instructional supervision is not so difficult. Instructional supervision is defined in the American Heritage Dictionary as "to oversee and direct." Indeed, the dominant mode of instructional supervision 50 years ago was oversight or inspection of schools and teachers. In England, educators continue to refer to instructional supervision as "inspection". Many teachers continue to have an emotional aversion to the term instructional supervision because it conjures up notions of authoritarian directiveness (Dwamena, 2015). Abdulkareem (2000) used the term "snoopervision" to indicate teachers' discomfort and resistance to the practice. However, a shrinking number of educators would find this definition of instructional supervision acceptable today. For the last thirty years, instructional supervision has to mean differently depending on the organisation that is using it. Therefore, instructional supervision in education has come to mean something more and something different from instructional supervision in the past and instructional supervision in other fields. One issue that persists since 1960, is that the term instructional supervision is subject to many different interpretations. There seems to remain little consensus about its meaning (Cogan, 1960).

The term instructional supervision is derived from the word "Super video" meaning to oversee (Adepoju, 1998). It is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures, and conditions that are consciously designed to advance the work effectiveness of individuals and groups. Adepoju (1998) defines school instructional supervision as the process of

bringing about improvement in instruction by working with people who are working with pupils. It has also been described as a process of stimulating growth and a means of helping teachers to achieve excellence in teaching. Instructional supervision in school therefore is the combination of activities which is concerned with the aim of improving teaching and learning in the school framework.

Instructional supervision, inspection, teaching, and learning are important variables of every educational system (Montgomery, 2009). Traditionally, these elements were used as important tools to ensure efficiency and accountability in the education system. Without these components, the educational system may not be effective. Instructional supervision was initially described as inspection, which has the connotation of the direct control of teachers by school inspectors.

Given this, Wanzare (2014) noted that instructional supervision has its roots in the industrial literature of bureaucracy, and the main objective was to increase production. To them, the industrial notion of instructional supervision was overseeing, directing, and controlling workers, and was, therefore, managements' tool to manipulate subordinates. According to Rugai (2008), early supervisors in the 19th century set strict requirements for their teachers and visited classrooms to observe how closely the teachers complied with stipulated instructions; departure from these instructions was cause for dismissal. They bemoaned that some school supervisors or inspectors, as they are called in other countries, continue to fulfil their tasks with an authoritarian approach. This negative consequence of external control of teachers' work

lives has resulted in the flight of both new and old teachers from the education of both new and experienced educators (Ingersol, 2003).

Glickman, Gordon and Ross-Gordon (2004) refer to the dictionary definition as to “watch over”, “direct”, “oversee”, and “superintend”. The historic role of instructional supervision has been inspection and control, it is therefore not surprising that most teachers do not equate instructional supervision with collegiality. The term instructional supervision has gradually taken over inspection, but both terms are sometimes used together (Glickman, et al., 2004). According to Okendu (2012), instructional supervision is the most resourceful technique available for all educational administrators to bear leadership to teachers for the advancement of instruction. This implies that the concept of instructional supervision is not orthodox; now it has attained new diversities.

Contemporary definitions of instructional supervision are more elaborate and focus on the school as a learning community. To be precise, contemporary definitions of supervision of instruction emphasizes individual and group development, professional development, curriculum development, and action research. Instructional supervision can be defined as “the glue of a successful school” (Glickman, et al., 2007). According to Glickman, et al. (2003) effective instructional supervision is the glue that holds together individual teachers’ needs and school goals.

The glue is the process by which some person or group of people are responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work in harmony toward their vision of what the school should be. Unfortunately, there are

more ‘glueless’ than glued schools. Research findings on the effectiveness of schools paint a dismal picture. Most schools simply do not make much difference in their students’ lives” Thus, the primary function of effective instructional supervision is to take responsibility for putting more glue into the school (p. 6)”

They also noted, “Glue, if functioning properly, cannot be seen” (p. 6). Likewise, when instructional supervision functions properly, it also goes unnoticed; but when glue quits sticking, as in the case of inadequate instructional supervision, the object (the school system) will collapse. In this respect, the National Policy on Education (2004) emphasizes the need to ensure quality control through regular inspection and continuous supervision of instruction and other educational services. Burke and Krey (2005) define instructional supervision as instructional leadership that relates perspectives to behaviour, focuses on processes, contributes to and supports organisational actions, coordinates interactions, provides for improvements and maintenance of the instructional programme, and assesses goal achievements.

Glatthorn (1990) chronicled instructional supervision as all activities in which supervisors engross to promote instructional improvement. Sullivan and Glanz (2005) concur with Glatthorn's emphasis on instructional improvement when defining instructional supervision. However, they also add that to achieve instructional improvement, instructional supervision must involve “engaging teachers in instructional dialogue” (p. 27). Beach and Reinhartz (2000) defined instructional supervision as “a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and

that promotes the career-long development of teachers” (p. 8) while Sergiovanni and Starratt (2002) described instructional supervision as opportunities provided to teachers in developing their professional developments.

Some researchers have also defined supervision of instruction as a process that utilises a wide array of strategies, methodologies, and approaches aimed at improving instruction and promoting educational leadership as well as change (Glanz & Behar-Horenstein, 2000). These researchers noted that the process of instructional supervision and evaluation of instruction at the school level depends fundamentally on whether the principal functions as an instructional leader.

It is well realised in the clinical supervision models by Goldhammer (1969) and Cogan (1973), to involve teachers in the planning phase which is referred to as pre-conference with teachers, followed by conference and post-conference. In some schools, supervisors are known to be experts, passing long judgments and advice to teachers. Sergiovanni and Starrat (2006) submitted that effective instructional supervision is embedded informative clinical supervision which is a “people-centered approach” based on continuous improvement. Fullan (1998) has argued that the supervisors will need to develop a new mindset, breaking the bond of dependency created by overload and “packaged solutions” and thinking outside the box.

The contemporary concepts of instructional supervision recommend that school instructional supervision should be moved gradually from the negative notion of “watching over”, “directing”, and checking teachers to an area of supportive, democratic, and flexible activity. Such definitions comprise

curriculum planning and development, staff development, group discussion on the instructional programme, and action research. The definitions of supervision of instruction propose that those who are being assisted should be directly involved in the instructional supervision process. Contemporary definitions also advance that instructional supervision requires commitment, trust, and respect on the part of supervisors and teachers as well as giving care and support for teachers. An example of such definitions includes Beach and Reinhartz (2000) who defined instructional supervision as “a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career-long development of teachers” (p.8).

Neagley and Evans (2009) claim that modern instructional supervision is democratic. It is regarded as any service for teachers that ultimately result in improving instruction, learning, and the curriculum. It incorporates positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals.

According to Zepeda (2007), instructional supervision has grown to embrace the curriculum, materials for instruction, the school community, and other administrative functions. In this light, the administrative policies on students’ performance, assessment methods of reporting to parents, government’s allocation of funds and equipment to schools have been adopted by many education authorities to enhance supervision of instruction. All these administrative functions affect the teaching/learning process and cannot be ignored in instructional supervision.

According to Getachew (2001), the motivation function of instructional supervision is therefore agitated by providing a challenging environment, giving professional leadership, creating job satisfaction, and boosting morale as well as ensuring teacher participation in formulating policies, which will enhance their task performance. The administrative purpose is the consultancy function. This function is perturbed with the provision of continuous professional development of teachers, that is, in-service training, in-school workshop, and seminars.

The instructional process and instructional supervision help a lot in ameliorating the academic performance of students. This is because supervision of instruction aims at amplifying and elevating instruction through proper guidance and planning, and devising ways of improving beginning teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is advanced and polished. Instructional supervision helps beginning teachers become acquainted with sources of assistance in solving their instructional Challenges.

Importance of Head Teachers Instructional Supervision

The distinct characteristics of instructional supervision are as follows. Instructional supervision's main purpose is improvement. It is a service activity. It is intended to stimulate, coordinate, guide, and make teachers self-directive. The concept of instructional supervision is based on the belief that the improvement of the instruction is a cooperative enterprise. The main objective of instructional supervision is the evaluation of school programmes. According to Rosenholtz (2000), some of the basic roles played by Head teachers are as follows:

1. They provide professional leadership to all educational workers working in the school system.
2. They help ascertain the strengths and limitations of the schools and to set suitable targets for the progress of the educational institutions.
3. They share or inform the management and parents about the Challenges of the school and seek their help in solving them out.
4. They promote the professional growth of all school personnel especially that of the teachers by organizing various need-based in-service programmemes of varied types such as workshops, seminars, etc.
5. They help identify the factors responsible for promoting or hindering the progress of the schools and thereby taking steps to explore or to control them.
6. They also guide and encourage school personnel to carry out experimentation and research in their areas of work.

The main goal of instructional supervision, according to Behlol, Yousuf, Parveen, and Kayani (2011), is to help the teachers to improve and develop his/her self professionally. It is not only visiting the classroom and writing some lines in the logbook about the efficiency of the teachers, and just checking whether the work has been done according to the set plan or not. It is the process of counselling, sharing, and supporting teachers to amend their performance in the classroom (Rogan, 2003). Another objective for instructional supervision in other research work on instructional supervision (Sergiovanni & Starrat, 2006; Sidhu & Fook 2010; Wadesango 2011), viewed the overarching reason of instructional supervision as to improve teachers'

professional growth by providing them with feedback regarding effective classroom practices.

Zepeda and Ponticell (2004) found teachers who were visited numerous times by their supervisors are felt validated and empowered to take risks without fear of consequences for failure. Teachers who were willing to take instructional risks were open to change and flexibility. A positive association between the supervisor and teacher further by trust and frequent visits develops teachers' autonomy. Cross and Rice (2000) remarked that trust is an integral component of the relationship between the instructional leader and his or her teachers. An open, trusting relationship between the principal and faculty enhances motivation for all to work together.

Challenges Associated with Instructional Supervision

Instructional supervision in its nature involves a lot of activities that make it complicated. In quite several countries, these different political and management inspired reforms have not led to a simplification of the structures of education administration in general, and school instructional supervision and support in particular. Rather, the opposite, as new agencies and actors have been added to the existing ones. There is little doubt that the organization of instructional supervision and support services is complex, not to say intricate, in by far the majority of countries.

Supervisors are not familiar with the boundaries of instructional supervision. The complex nature of the instructional supervision process at times makes it difficult for some supervisors to know exactly what is expected of them so far as their duty as supervisors are concerned. Also, in many countries, instructional supervision is conducted by different stakeholders this

sometimes creates conflicting lines of authority. In Bangladesh for instance, three agencies are involved in supervising secondary schools: (i) the Directorate of Secondary and Higher Education; (ii) the Directorate of Inspection and Audit; and (iii) the Boards.

The distribution of tasks between the various agents of instructional supervision is not clear. Although each of these three agencies performs their responsibilities in the instructional supervision process, since some of their roles overlap it does not ensure co-ordination and coherence Ministry of Education, (1992).

At the ward level, education coordinators, operating through powerful ward executive officers, provide pedagogical and supervisory support for schools in their wards and mobilize community resources, but they have no role in disbursing allocations from the central budget” (Lockheed & Verspoor, 1991, p. 121).” This intricacy and confusion are a reflection of the overall complexity of education administration, which in many countries result in a compromise between centralizing and decentralizing trends, and between competing actors at each level. This makes it difficult for supervisors to perform their supervisory roles smoothly.

The terminology used to identify instructional supervision and support staff differs widely from one country to another. In some countries, the term inspector is considered too negative, too pejorative; hence supervisor, adviser, district education officer is used. The diversity in terminology and the complexity of instructional supervision and support structures make it difficult to arrive at a definition of 'instructional supervision' applicable to all countries. Rather than attempt such a definition, it is more useful to identify their most

important functions and tasks. Indeed, it is fairly remarkable that the diversity in terminology does not hide a wide divergence in tasks.

Supervisors' tasks have become more overwhelming, because the supervisor-teacher ratio to be inspected has increased dramatically during the recent decades (Reda, 2005). Consequently, too much time and energy is spent in report writing and administrative duties, while, again, professional contacts with the teachers are being reduced to a minimum. The situation was already giving cause for concern some 20 years ago: primary inspectors in Pakistan, Venezuela, Peru, and Nigeria, respectively, were in charge of, on average, 150, 250, 300, and almost 400 teachers (Lyons & Pritchard, 1976, p.23). Since then, in many countries, the situation has deteriorated. Lebanon, for instance, did not create any new inspection posts between 1967 and the early 1980s but saw in the same period the number of teachers being multiplied by five (Aboumradi, 1983, p. 335).

Several countries, moreover, do not fill all existing posts. In Bangladesh, in 1992, about 40% of posts for secondary supervisors were left vacant. On average, one supervisor had responsibility for about 100 schools. Because of this high vacancy rate, the actual number is about 150 (Bangladesh M O E, 1992). This situation, surprisingly, also prevails in some developed countries, for instance, Italy, where the secondary school inspection corps has never been filled, since its creation in 1974 (Hopes, 1993).

Instructional supervision tasks are becoming more difficult to implement. The daily functioning of instructional supervision and support services seems to have suffered unduly from the economic and resulting financial crisis. It is very difficult to present hard financial data to prove this

point, as the budgets of these services are generally subsumed in, for example, 'administrative spending' or 'financing of regional offices'. However, the effects of the financial squeeze are not difficult to perceive. Consequently, not only are there not enough inspectors but because of successive budgetary cuts, there is insufficient funding for them to operate properly: they are badly paid, they have no means of transport, travel allowances are insignificant, etc.

In a large country such as Niger, the allocation for fuel to travel in the country, per inspector, is the equivalent of US\$ 20 per month. On average, one inspector is in charge of 50 schools and some 200 teachers. In the actual sense, however, an inspector can only visit some 20 teachers per year, namely those that stay in schools that are close to the headquarters (Da Costa, 1994). The situation was not much better in Senegal, where "in 1985, only 28 vehicles served more than 600 staff in 41 regional directorates" and only slightly so in Kenya, where "with 225 vehicles for some 600 supervisory staff, inspectors rarely visit schools because of limited transportation, bad roads, and bad weather" (Lockheed & Verspoor, 1991, p. 121). This makes it difficult for supervisors to carry out their responsibilities effectively.

There is inadequate material and human resources, coupled with an overload of tasks, results in the near absence of instructional supervision staff especially in most remote schools. In many developing countries, where communication and transport Challenges add to the difficulties, many schools remain unvisited for a long time. The schools to suffer most are those which are isolated and probably most in need of instructional supervision and support. Recent IIEP research on samples of schools in Madhya Pradesh in India, Guinea, Zhejiang in China, and Puebla in Mexico confirms this (Carrón

& Ta Ngoc, 1996). In Puebla, less than 50% of the schools in the country were visited more than three times during the year (Schmelkes, 1996).

In Guinea, more than 10% of schools were never visited over the last year, not even by the *Directeur pédagogique de la sous-préfecture*, who is based closest to schools (Martin & Ta Ngoc, 1993). The same situation seems to prevail in Madhya Pradesh (Govinda & Varghese, 1993). In each of the four cases, the rural schools, and in particular the more remote ones were worst off. At the secondary level, the situation is generally better, because of the smaller number of schools. But at this level also there are significant Challenges. In Bangladesh, for example, a 1992 survey "found that on average a secondary school was visited 1.92 times over five years" and a 1986 study "revealed that 7% of the non-government and 33% of the government schools were never inspected during five years" (Bangladesh M O E, 1992, p. 45). Still, fewer of these visits cover all subjects, which could mean that some subject teachers might remain unvisited for the major part of their career.

In a relatively well-endowed country such as Malaysia, about half of all Science teachers had not received more than one instructional supervision in the last two years, of which 10 % had not been visited at all (Bte, Syed, Zin & Lewin, 1993). Even district-based inspectors, it can be concluded from studies in, for example, Burundi, Thailand & Zaïre (Eisemon, Harriot, Bte, & Maldives, 1992; Prouty, Harriot, Christ & Bude, 1993) stated that supervisors are not able to visit schools regularly enough for their interventions to have a significant impact on student learning. This is not surprising when one considers that the staff do not always live in the district where they work, but prefer a more developed town center. Neither do they always have an office or

a professional center from which to organize their work (e.g. Bude, 1995, p. 137 on Malawi).

It would be incorrect to blame the neglect of instructional supervision and support services by policy-makers fully on the existing scarcity of resources, resulting from the economic crisis. It would be equally incorrect to expect therefore that, should more funds be made available, their efficiency and competence would easily be improved. The development of a strong instructional supervision system received little attention, even before the financial crisis struck. These services and officers indeed seem to be the victims of more structural neglect, the result arguably of an under-estimation of their tasks. This structural neglect takes the form, on the one hand, of a cumbersome job description, characterized by internal conflicts and, on the other hand, of weak management of instructional supervision services.

Supervisors are faced with an overload of tasks. Not only do they have to fulfil the three core tasks mentioned earlier, but, being a sole intermediary, "the administrative organization automatically makes use of intermediate posts, and tries to fit into them every conceivable intermediate function" (Olivera, 1979, p. 51). Supervisors are thus used for all sorts of other jobs, some of which have little to do with instructional supervision as such. Seventy five different activities which inspectors undertake "varying from registration of schools to more school-based, pedagogical activities" were found in a Mauritius studies (Hurst & Rodwell, quoted by Lillis, 1992).

The work of inspectors has always been characterized by difficulties and are exposed to further criticism. In the study on school functioning in one of the States of India, Madhya Pradesh, it was found that 80% of the visits of

inspectors were routine inspections of an administrative nature, just to solve practical Challenges related to the day-to-day school functioning (Govinda & Varghese, 1993). In the same way, in Bangladesh, "about 70% of inspections have been concerned with granting/renewing recognition to schools, 15% with an inquiry into allegations, 10% with academic instructional supervision, and 5% with other purposes" (Bangladesh M O E, 1992).

Data on Trinidad and Tobago suggest that secondary school supervisors when visiting schools, spend slightly more time on personnel matters (including teacher discipline) and plant matters (including construction, repairs, maintenance, and security) than on programme matters (including curriculum, timetabling and student-related matters) (Harvey & Williams, 1991). Indeed, when a choice needs to be made between administrative and pedagogic duties, the latter will suffer. But arguably, some supervisors might well prefer to focus on administration rather than pedagogy, as they have the power to take administrative decisions but, in the eyes of teachers, lack the authority to give pedagogic advice.

In most cases, instructional supervision staff finds the time for the more pedagogic tasks while visiting schools, the second tension between control and appraisal functions, on the one hand, and their support and development functions, on the other, remain. This second role-conflict is probably more serious than the first one and is a recurring theme in the literature. Criticism is voiced by teachers around the globe, that the merging of these distinct roles in one person perverts the relationship between the teacher and the adviser. This is not at all a recent issue.

Since the inception of the first inspectorates, supervisors were asked to control and assist. Studies, two decades ago, saw this tension as a fundamental weakness (Commonwealth Secretariat, 1974; Lyons & Pritchard, 1976) and it remains a moot point in many countries from different regions of the world, including Malawi (Bude, 1995), Malaysia (Qewa, 1991), Trinidad and Tobago (Harvey and Williams, 1991) and several European countries (Hopes, 1992) be a democratic leader (and give them more autonomy in their role performance), and to behave professionally, as an instructor and guide; his superordinates expect him to be a benevolent leader, to use his formal authority and to be more bureaucratic" (Gaziel, 1979). This role conflict is a matter of concern in those countries where the inspector and the advisers are the same people. But even elsewhere, as mentioned earlier, the separation of tasks between these two actors is seldom clear-cut and makes the relationship between the supervisor and teacher a rather ambiguous one.

Manifestly the widespread trend towards more democracy, and the call for more participation and for greater school autonomy, which is characteristic of most education systems, has increased criticisms of the traditional inspection model and makes the combination of the control and support functions more and more difficult. Inspectors are often accused of demonstrating a bureaucratic authoritarian attitude that goes against the spirit of initiative expected from teachers within today's school management practices. A gender dimension might also at times confound matters: while teaching staff is becoming feminized, this is not the case for instructional supervision personnel. In the USA, less than 3% of the school superintendency

are women, even though at least a quarter of elementary principals and more than half of teachers are female (Farquhar, 1991).

Many teachers are very skeptical about the beneficial impact of support and instructional supervision by a superior: in a study on Australia, the first factor quoted as inhibiting professional development was the "hierarchical supervisory structure" (Webb, 1991). It should be noted that too often inspection has been a closed non-transparent exercise, while inspectors have not received proper training in human relations and communication which would allow them to sell their services better. This brings us to the third cluster of issues that are related to how instructional supervision services are managed.

Overview of Instructional Supervisory Approaches

According to researchers (Kutsyuruba, 2003; Mitchell & Sackney, 2000; Reninan, 2002; Sergiovanni & Starratt, 2007; Zepeda, 2007), the extensively used approaches to instructional supervision are grouped as clinical supervision, peer coaching, cognitive coaching, mentoring, self-reflection, professional growth plans, portfolios, and evaluation. Applying different supervisory approaches is and not only to give choices to teachers; it is also essential to provide choices to the administrators and schools (Kutsyuruba, 2003). Each component of supervisory approaches is discussed as follows.

Clinical supervision: This approach to instructional supervision was spearheaded by Goldhammer and Cogan in the late 1960s (Goldhammer, Anderson, & Karjewski, 1980). According to Sergiovanni and Starratt (2007), clinical supervision is face-to-face contact with teachers to upgrade and improve instruction and increase professional growth. Thus, it is a specific

cycle or pattern of working with teachers. It is a sequential, cyclic, and systematic supervisory process that involves face-to-face interaction between teachers and supervisors designed to improve the teacher's classroom instructions (Kutsyuruba, 2003).

Collaborative Instructional supervision: According to this approach, teachers are the central focus of instructional supervision. Collaborative approaches to instructional supervision are chiefly outlined to help beginning teachers and those who are new to a school or teaching environment with the appropriate support from more experienced colleagues (Burke & Fessler, 1983). This implies that these colleagues have an ethical and professional responsibility of providing the required type of support upon request (Kutsyuruba, 2003). The major elements of collaborative approaches to instructional supervision that are especially needed for beginner or novice teachers are peer coaching, cognitive coaching, and mentoring. However, it is noticed by several authors (Kutsyuruba, 2003; Sergiovanni & Starratt, 2007; Sullivan & Glanz, 2003) that these approaches to instructional supervision overlap one another but are quite different in their intent and function.

Peer Coaching: The term coaching explains practice and feedback following staff development sessions. According to Sullivan and Glanz (2000), peer coaching is defined as “teachers helping each other to reflect on and improve teaching practice and/or carry out new teaching skills needed to carry out knowledge gained through faculty or curriculum development” (p. 215). The purpose of coaching as indicated by Sergiovanni and Starratt (2007), is to develop and flourish communities within which “teachers collaborate to honor a very simple value- when we learn together, we learn

more, and when we learn more, we will more effectively serve our students” (p. 251). Concerning this, peer coaching provides possible opportunities to beginner teachers to refine teaching skills through collaborative relationships, participatory decision making, and immediate feedback (Bowman & McCormick, 2000; Sullivan & Glanz, 2000).

In light of the approaches to instructional supervision since each approach is unique in its way, it is therefore the ultimate responsibility of the supervisors to determine which one to be used to suit their interests. As long as there is a disparity in terms of instructional experiences between the beginning and the old teachers, supervisors are therefore expected to carefully select the suitable approach that will cater to the needs and interests of these beginning Economics teachers.

Role of the Head Teacher in the Instructional Supervision Process

The objective and intent of instructional supervision and instructional leadership is to speed up the advancement and enhancement of teaching and learning (Blasé, 2004; Bottoms & O’Neil, 2001; Glickman, et al, 2010; Hoy & Hoy, 2003). The school Head teacher has been traditionally perceived as the instructional leader whose leadership role is prime to instituting and perpetuating an effective school. According to Foriska (1994) and Worner and Brown (1993), the Head teacher’s instructional leadership is, undoubtedly, the single most significant responsibility assigned to the Head teacher and is critical to the improvement and maintenance of an effective school.

In many countries, officers responsible for instructional supervision are classified as external (school inspectors) and internal (school-site). Oliva and Pawlas (2004) extrapolated that ideally, supervisors provide help to all

teachers, experienced and inexperienced, effective, and ineffective. In reality, though, they will need to spend more time with the inexperienced and ineffective. Therefore, an instructional supervisor is an individual who works with teachers closely to encourage and enhance their instructional performance with the object of improving their professional development. According to Beach and Reinhartz (2000), an instructional supervisor is any individual who functions in a supervisory position in the school and who has the responsibility for working with teachers to increase the quality of student learning through improved instruction. This means that school Head teachers are the chief instructional leaders of their schools (Glickman et al., 2001; Sergiovanni, 1995). The premise of the Head teacher as an instructional leader has also been voiced in the works of other writers (Kasim, 1995; McEwan, 2001; Patterson, 1998; Ustin, 1990).

Other individuals who may serve as instructional supervisors besides the school Head teachers include assistant Head teachers, instructional lead teachers, departmental heads, master teachers, subject coaches, lead teachers, programme directors, assistant superintendents, specialist consultant, and curriculum director (Glickman et al., 2001; Patterson, 1998). In this respect, Glickman et al. (2001) argued that schools vary concerning who carries out supervisory responsibilities; that, whereas some schools assign responsibilities to departmental heads, assistant Head teachers, guidance counsellors, and lead teachers, in other schools the Head teacher is responsible for instructional supervision. Glickman, et al. (2004) noted that what is crucial is not the person's title or designation, but rather his/her responsibility.

In other countries, supervision of instruction is the responsibility of the school administrator (Glanz, Shulman, & Sullivan, 2007). Other teachers complement supervisory activities in their respective schools; lead teachers in Ghana, senior subject teachers in Namibia and Botswana, teachers-in-charge in Zimbabwe (De Grauwe, 2001), and coaches in New York (Glanz, Shulman, & Sullivan, 2007). In other African countries, these personnel is more or less permanent supervisors (De Grauwe, 2001). According to De Grauwe, the current education policy in Botswana empowers school heads and senior staff to function as instructional leaders. These teachers provide in-service training to particularly beginning teachers within their schools and, therefore, are recognized as school supervisors.

Krug and Sheppard (2003) also indicated six roles that are performed by supervisors in instructional supervision. These roles are:

1. Managing curriculum and instruction through the provision of information and direction to teachers regarding instructional methods; by being involved in curriculum development; and by protecting instructional time.
2. Monitoring student progress through the revision of test assessment information and evaluating pupil, class, and school levels of performance and progress and using the results to assist teachers, students, and parents in developing strategies to improve instructional programmes. Also, the provision of quality control checks on the preparation of the student.
3. Providing and facilitating the acquisition of the resources needed for learning to occur.

5. Facilitating staff development programmes and activities for teachers by providing opportunities for teachers to continue engaging in professional development programmes.
6. Monitoring teachers' instructional progress by setting improvement goals by looking at teachers' weekly plans, visiting classrooms, examining samples of pupils' work, and observing the implementation of school policies.

Empirical Review

This section takes a look at studies conducted by other researchers which are related to the problem under investigation in this study. It purposefully considered studies conducted in the area of importance Head teachers attach to instructional supervision, challenges Head teachers encounter in instructional supervision, the approach they use in instructional supervision, Head teachers' roles in instructional supervision, the level of importance male and female School Heads attach to instructional supervision and the level of importance public and private School Heads attach to instructional supervision.

Level of Importance Head teachers Attach to the Instructional Supervision of Beginning High School Economics Teachers

Many studies have been conducted in the area of the importance Head teachers attach to the instructional supervision of beginning teachers. A number of these studies have indicated that Head teachers attach a greater level of importance to instructional supervision. Yet, others have also indicated that Head teachers attach less level of importance to instructional supervision.

Keeler and Steinhorst (1995) conducted a study on instructional supervision and beginning teachers' professional development. The purpose of the study was to examine how instructional supervision affects the professional development of teachers. The study employed a qualitative design. The semi-structured interview guide was used to collect data from a group of supervisors. Their findings indicated that beginning teachers can develop themselves professionally whenever they receive comprehensive instructional supervision from their supervisors. The findings also showed that teachers are developing themselves professionally which is resulting from the great importance supervisors attach to their instructional supervision.

A similar study was conducted by Onwuegbuzie and DaRose-Voseles, (2001) on the role of instructional supervision in professional development: a mixed-methods analysis. The primary thrust of the study was to investigate the essence of instructional supervision in developing newly recruited teachers. The second objective was to determine the level of importance school Heads attach to the instructional supervision of their teachers. Respondents comprised 40 Head teachers from 40 second cycle schools. The study revealed that the majority of the Head teachers supervise their supervisees regularly, 70% of the supervisors also do supervise their teachers on time. It was further revealed that most of the school Heads provide educational leadership to their teachers, especially the beginning teachers. Lastly, the study also revealed that most Head teachers see the instructional supervision of their teachers as a very important task.

Also, due to the immense advantages that previous studies have demonstrated on Instructional supervision, Dale, Nasir, and Sullivan (2005)

conducted a study to evaluate the views of Head teachers and its impact on mathematics teacher's professional development. The rationale for the study was to assess the need to take instructional supervision of newly appointed teachers' instructional supervision into cognisance by school heads to facilitate the development of professional competencies of teachers. Supervisors started intensifying workshops, in-service programmes, and seminars for newly appointed teachers in four clusters of schools. An evaluation was then carried out as a basis for optimizing the development of teachers.

Quantitative questionnaire data were imported into SPSS and a statistical test was used to identify any significant shifts in the professional development of teachers. Results from the study indicated that the schools whose newly appointed teachers were able to attend all those programmes were doing better than those who didn't attend.

In a similar study, Akhtar, Perveen, Kiran, Rashid, and Satti (2012) conducted a study on Head teachers' attitudes toward instructional supervision. The purpose of the study was to examine the views of Head teachers towards instructional supervision. The population comprised 120 Head teachers and assistant Head teachers from 60 schools in Turkey. A structured questionnaire measuring the attitudes on a three-point Likert scale was adopted for data collection. Data were analysed using frequencies and percentages. The findings from the study revealed that most Head teachers attach a greater level of importance when supervising their newly recruited teachers. The study further indicated that the majority of these school Heads

provide professional leadership for newly recruited teachers to help them improved their professional development.

The issue of Head teachers' attitude towards instructional supervision has never been allowed to rest since a lot of studies over the years have established the fact that there is a close connection between supervisors' attitudes towards instructional supervision and teachers' professional development. In this vein, Nausheen, Alvi, Munir, and Anwar (2013) conducted a further study on the attitude of Heads of Departments towards instructional supervision. The driving force was to explore HoDs' as supervisors and their attitudes towards instructional supervision. The study employed a descriptive survey design. Out of the six departments found in the School, three departments were randomly selected for the study. The findings from the study revealed that supervisors supervise their teachers on time and regularly. The study also further revealed that supervisors provide professional leadership to their teachers. The study, therefore, concluded that supervisors attach a greater level of importance when it comes to the instructional supervision of their teachers.

Challenges Head Teachers Encounter in the Instructional Supervision Process

Every social interaction is characterized by some forms of challenges. The supervisor's instructional supervision is no exception. Several challenges have been discovered by researchers that affect supervisors in carrying out their supervisory roles.

With the primary goal of ascertaining the difficulties/challenges faced by supervisors in supervising beginning teachers, Lee (2009) conducted an

extensive study about how to use the clinical supervisory model to enable effective instructional supervision. Lee's interest was on demonstrating that supervisors are not just to supervise with any traditional model rather a well-designed supervisory model engaging supervisee fully to be able to develop themselves professionally. This study also identified possible Challenges and challenges involved in the use of the clinical supervisory model, predominantly involving officers not being clear about their boundaries of instructional supervision.

To achieve his objectives, the researcher reviewed many supervisory models and examines them via the critical lens of the various steps of the clinical supervisory model. The findings of the study revealed that in certain instances the steps and intricacies of a clinical model distract or discourage teachers from attending to the key conceptual tasks at hand. Additionally, this model appears to be supervisor centered.

Given the aforementioned, Lee recommended that supervisors should carefully consider whether the application of the clinical model is sufficient in enabling their beginning teachers to develop themselves professionally. In essence, supervisors must consider whether it is possible to apply the clinical supervision model with the primary aim of developing new teachers professionally.

In a bid to ascertain the challenges/Challenges Head teachers encounter in instructional supervision, Odundo and Gunga (2013) conducted an extensive inquiry into the impact of instructional supervision on teachers' professional development in selected secondary schools in Kenya. Employing

both quantitative and qualitative paradigms the researchers captured the essence of the study.

Using probability and non-probability sampling procedure, primary data for the study was obtained from 88 supervisors from 44 schools. In all, 80 Head teachers and their assistants were selected purposively for the study based on their professional experience and year of service at their present schools. Odundo and Gunga used three sets of instruments, namely: survey questionnaire, informant interview schedule, and observation guide designed to observe the supervisory processes in the classroom.

The findings of the study revealed that the supervisor's mode of instructional supervision clearly show that financial constraints make it difficult to carry out their instructional supervision tasks smoothly. The study also revealed that the distribution of tasks between the levels of instructional supervision is not clear.

The main focus of a qualitative study conducted by Wang and Sullivan (2015) was to ascertain the difficulties/challenges Head teachers' may be encountering in their supervisory process. Wang employed a qualitative paradigm with on-site observations, and interviews to decipher Head teacher's effectiveness in supervising beginning teachers. The researcher painstakingly observed his class during an instructional supervision environment with particular attention on supervisors' behaviour and interactions in class during the class session. To gain insight into the supervisor's attitude towards instructional supervision to ascertain the difficulty or Challenges that they are facing, the researcher made a personal observation and realised that overload

of the task makes it difficult for the supervisor to even finish his supervisory duty during a particular session of instructional supervision.

In a further attempt to unearth the challenges faced by supervisors during their instructional supervision exercise, Scherman and Toit (2018) conducted an action research study into instructional supervision for beginning chemistry teachers: roles and challenges faced by supervisors in second cycle institutions. The focus of the study was to explore the use of instructional supervision as a vehicle to facilitate the professional development of newly appointed chemistry teachers. In all, eight supervisors participated in the study of which one was a Head teacher, three assistant Heads, and five Head of departments were interviewed. A semi-structured interview guide and observation checklist were used to collect data. Thematic analysis was conducted following prescribed guidelines to develop themes for discussion. Findings discovered from the experiences of the heads of the department was that most of these newly appointed teachers disrespect and do not implement suggestions offered to them. The findings from the study further revealed that most of the beginning teachers are not discipline, and this makes instructional supervision very difficult for their supervisors.

Also, the findings from the study revealed that the heavy workload of Head teachers makes it difficult for supervisors to take new teachers' through the proper steps in instructional supervision. The study clearly showed that these bottlenecks could be among limiting factors to supervisors carrying out their responsibilities smoothly.

Approaches of Instructional Supervision used by Head Teachers in the Supervision Process

In Turkey, Arong and Ogbadu (2010) conducted a study on the relationship between instructional supervision and the professional development of second cycle teachers. Their study employed qualitative design with a semi-structured interview guide as their main instrument. They employed six Head teachers from 6 schools. The purpose of the study was to examine the approaches that supervisors use in their instructional supervision exercise. The study revealed that most of the supervisors give direction to their supervisees. It was further revealed that the majority of the supervisors usually have face to face interaction with their supervisees. These findings stand to reason that most of the supervisors subscribe to the clinical approach to instructional supervision in supervising their teachers.

Although this research employed the qualitative research design which is not purposely for generalisation, nevertheless the researchers failed to employ the census sampling technique which could have catered for all the schools within the province. Therefore, to acquire a wide range of information, the current research employed the census sampling technique.

In Nigeria, Abiola (2011) revealed that beginning teachers are passionate and ready to develop themselves professionally. His study further brought to light that a key way to bring the professional development of these teachers to realisation is by the use of the teacher-supervisor-involving approaches to instructional supervision. In his research, it was also revealed that Head teachers that confront, challenge, and give feedback to supervisors enable them to develop themselves professionally especially at their early

years in teaching. This presupposes that the clinical approach to instructional supervision is at play.

Also, Badu (2012) in examining the professional development of beginning economics teachers in senior high schools in the Ashanti Region of Ghana, the study employed the quantitative research approach. In terms of the population, however, 10 Head teachers, 10 assistant Head teachers, and 10 Heads of departments were selected from 30 Senior High Schools. It was identified that most of these teachers are not able to develop themselves professionally through the instructional supervision that they receive from their supervisors. It was further revealed that most supervisors don't engage in face-to-face interaction with their supervisees. However, Dwamena (2013) also revealed that beginning high school economics teachers' have varied ways of developing themselves professionally, of which some are not recommended supervisory approaches. His study was conducted in all the six senior high schools in the Offinso municipality. He employed the quantitative approach to research and the main instrument used here was a questionnaire and a sample size of ten teachers were used for the study. However, Dwamena should have used a larger sample since at the end of the day his finding will be used for generalisation.

Roles Head Teachers Play in Instructional Supervision

The role of supervisors as a tool for teachers' professional development has not been left unsupported by empirical works. Several studies have highlighted the benefits teachers derive from instructional supervision.

In an attempt to discover the roles of supervisors in instructional supervision, Opdecam, Everaert, Keer, and Buysschaert (2012) conducted an intensive study on responsibilities of Head teachers' supervisors with a focus on two objectives; the first objective was to examine the balance between the administrative educational and supportive functions of Head teachers. The second objective was to ascertain the regularity of instructional supervision time both formal and informal. The researchers employed a cross-sectional survey design. A closed-ended questionnaire consisting of 36 items was the main instrument used for the study.

Findings from the study revealed that the majority of the Head teachers provide only a formal form of instructional supervision to teachers. The study also revealed that only a few of the supervisors can maintain a balance between their administrative and supportive educational functions.

Wyk (2015) also find out the roles of Head teachers in instructional supervision conducted a descriptive survey using a sample of 120 Head teachers and assistants from 60 schools in Singapore. The overall aim of the study was to assess the roles of Head teachers in instructional supervision. The study revealed that the majority of the Head teachers set realistic and practicable programmes that will enable them to carry out their supervisory roles successfully. It was further revealed that most of the assistant Head teachers as supervisors provide constructive feedback and guidance to teachers, mostly after their instructional supervision.

Again, Wildy, Dimmock, Wiiles, and Bondi (2017) conducted a study on the professional development of mathematics teachers in 23 second cycle schools in Liberia. The study employed the descriptive survey design and the

questionnaire was the main instrument. The study revealed that School heads facilitating staff development programmes and activities for teachers by providing opportunities for teachers to continue engaging in professional development programmes. Also, it was revealed that supervisors can promote an effective instructional climate by (a) creating excitement, (b) communicating a message to students that learning has a value outside the classroom, (c) providing a safe and structured environment, (d) facilitating child-centered activities, and (e) establishing positive high expectations and standards for student behaviour. This was in line with earlier research that was conducted by Cross and Rice (2000) and Krug (2000) in 12 elementary schools in Kenya.

In an attempt to examine the roles of Head teachers in instructional supervision, Omane (2018), conducted qualitative research. The phenomenological design was used. The main instrument used for the study was a semi-structured interview guide. The study sampled four Head teachers and interviewed in 4 separate Senior High Schools in the Eastern region of Ghana. The study revealed that the majority of the supervisors can maintain proper documentation and follow up on the progress of teachers as supervisees. It was further revealed that most of the supervisors explain the purpose of the instructional supervision to the supervisees. The study however revealed that only a few of these supervisors negotiate a mutually agreed and clear contract for instructional supervision.

Differences in the Level of Importance Attach to Beginning SHS Economics Teachers Instructional Supervision Between Male and Female Head Teachers

The alarming nature of gender issues has resulted in taking gender issues as a matter of serious concern. This has resulted in researchers focusing most of their studies on finding out whether there are differences between male and female school heads on issues relating to gender. Regarding teacher instructional supervision, researchers have conducted several studies to find out if there are statistically significant differences between the level of importance male and female heads attach to the instructional supervision of beginning teachers. Whilst some studies have indicated that there are gender differences between the male and female school Heads in light of the level of importance they attach to instructional supervision, other studies have also indicated that there are no gender differences. It, therefore, craves the need to find out more if there are gender differences among school heads in the Kumasi metropolis in terms of the level of importance, they attach to the instructional supervision of beginning Economics teachers.

In a challenge to find out differences in gender towards the level of importance in instructional supervision, Kaenzig, Hyatt, and Anderson (2007) conducted a study on gender differences in instructional supervision in Nigeira. The purpose of the study was to examine the effect of gender on the level of importance supervisors exhibit towards instructional supervision. To address the issue, questionnaires were distributed in multiple sections of two senior-level business courses and online through the campus server. A total of 76 respondents were involved in the study. The sample was made up of 43%

female supervisors and 57% male supervisors. The study explored the issues underlying potential gender differences on the importance supervisors attach to their supervisory activities. Results from their study showed that male supervisors supervise their supervisees regularly. Also, the male supervisors were able to provide professional leadership to all educational workers working in the school system. On the other hand, it was revealed that female supervisors do not supervise their supervisees on time. Also, they were not able to ascertain the strength and the limitations of their supervisee and thereby were not able to provide the proper intervention for it.

Key findings from the literature were used to direct the development of the questionnaire to test the differences between the genders. Their mean and average age was 47 years with a standard deviation of 2.99. To quantitatively address the research questions regarding gender differences, the t-test for mean differences between male and female supervisors was used. Results from the t-test analysis showed that there were significant differences between male and female supervisors in their level of importance attached to instructional supervision. Female supervisors attach a lesser level of importance to instructional supervision ($M=3.2$, $SD= 0.74$) than the male supervisors ($M = 2.83$, $SD = 0.67$); $t(283) = 4.34$, $p < 0.01$.

A similar study was also conducted by Farrah (2011) on the importance school heads attach to the instructional supervision of newly recruited English tutors in Palestine. A descriptive survey design was employed directed by three objectives. The first was to examine the frequency of instructional supervision by supervisors. Next, was to explore the regularity of instructional supervision and finally to explore if there were differences in

the frequency of instructional supervision between males and female supervisors. The population consisted of 54 school Heads as supervisors (12 female and 42 male supervisors) from 26 second cycle institutions. A five-point Likert scale questionnaire with 32 items was developed to examine the importance attached to instructional supervision. The independent t-test was used to test the differences between supervisors' level of importance towards instructional supervision after the frequency has been determined through the use of means and standard deviations for all the items found on the questionnaire.

The study discovered that school Heads attach a greater level of importance towards instructional supervision of these newly recruited teachers and that there was a statistically significant difference between the male supervisors ($M = 3.38$, $SD = .83$) and the female supervisors ($M = 3.78$, $SD = .65$); $t(93) = -2.285$, $p = .025$. The study showed that female supervisors had a higher level of importance than males. Female school heads are supervising their teachers more often and on time than their male counterparts (Fultz & Herzog, 1991). The researcher did well in establishing the differences between the supervisors through the use of a large number of items on the questionnaire. However, the researcher failed to indicate the level of significance used to test for the difference.

In another insightful study in Ethiopia, Reda (2015) conducted a descriptive survey study on the importance school supervisors attach to the instructional supervision of teachers. Based on the quantitative research design the researcher explored the essence of the study using 28 participants (10 female and 18 male supervisors). Data was collected using the semi-structured

questionnaire. The questionnaire was made up of a five-point Likert scales ranging from strongly disagree to strongly agree. Both descriptive and inferential statistics were used in analysing the data. The finding of the study revealed that the supervisors attach a high level of importance towards teacher instructional supervision ($M = 40.68$, $SD = 11.39$). Besides, the study found a statistically significant difference between male and female supervisors. The males had higher level of importance ($M = 42.8$, $SD = 11.58$) than the females ($M = 37.2$, $SD = 10.89$); $t(46) = 7.09$, $p = 2.015$ (2 tailed). Whilst Rada's study found male supervisors to have a greater level of importance towards instructional supervision than female supervisors, Farrah discovered that female supervisors rather attach a greater level of importance than male supervisors. This searches for the differences between the gender interesting as well as the need to consider other institutions in different countries all in the name of further exploring the situation.

Conversely, Nausheen, Alvi, Munir, and Anwar (2013) had a contrary finding when they considered gender differences towards instructional supervision in their study on the level of importance supervisors attach to the instructional supervision of their teachers. Data were collected from 26 supervisors using a questionnaire. The independent t-test was used to determine the differences in gender after the mean and standard deviations have been used to determine the level of importance supervisors attach to the instructional supervision of teachers. The results showed that there was no significant difference in overall scores of male supervisors ($M = 3.13$, $SD = 0.29$) and female supervisors ($M = 3.17$, $SD = 0.34$); $t(208) = -1.91$, $p = 0.056$

($p > 0.05$) which showed that there was no significant difference in the level of importance supervisors attach to the instructional supervision of teachers..

Amanfo and Asante (2014) also took a challenge to conduct a study on the importance circuit supervisors attach to the instructional supervision of teachers in elementary schools. The study combined both the quantitative and qualitative methods of research of which the study respondents were circuit supervisors who are in the Offinso State A Circuit in the Ashanti Region of Ghana. Sixteen (16) respondents were involved (10 male and 6 female supervisors). The questionnaire was used to collect quantitative data which was made up of two columns: I agree and I disagree. Nine items were found on the questionnaire of which seven (7) elicited responses on the role they play in instructional supervision and two (2) items about the frequency in instructional supervision. Again, for the qualitative data, a focus group interview was organized and two male and two female supervisors were interviewed about instructional supervision. A Chi-square test was used to test for the dependence of variables. The significance level was 0.05 and $p > 0.05$ showed that there was no dependence between the groups. The study found out that there was no significant difference in gender in terms of the level of importance attached to instructional supervision.

Differences in the Level of Importance Attach to Beginning SHS Economics Teachers Instructional Supervision Between Private and Public SHS Head Teachers.

There is a dearth of literature on differences in the level of importance attached to instructional supervision between public and private school Heads. The level of importance Head teachers attach to instructional supervision is

mediated by many factors that may be a little different from context to context. Resources are one of those mediating factors (Bowman, 2000). According to Oduro (2008), school teaching, and learning resources can affect instructional supervision. This implies that one of the explanations for the level of importance attached to instructional supervision by School heads can be attributed to the resource availability of the school. In this study, school type (public or private) which is assumed to be closely linked with instructional supervision. Also, the differences in Head teacher's remuneration can also influence the level of importance to attach to instructional supervision.

In the quest to find out how different contexts may be affected by instructional supervision, Oduro (2008) investigated the level of importance supervisors attach to the instructional supervision of beginning Psychology teachers. The findings of the study showed that there are differences in the level of importance attach to instructional supervision by Head teachers.

However, there was no conclusion on the difference in the level of importance attached to instructional supervision between public and private school Heads. Therefore, there is a need for further research to find out the differences in the level of importance attached to instructional supervision between public and private school heads.

In another insightful study in Canada, Augustyn (2015) undertook a descriptive survey study on the level of importance supervisors attach to the instructional supervision of a group of college tutors. The study focused on the relationship between supervisors' remuneration and their level of importance to teachers' instructional supervision. Based on the quantitative research design the researcher explored the essence of the study using 120 participants.

Data was collected using a questionnaire. Both descriptive and inferential statistics were used in analysing the data.

The findings of the study revealed that higher remuneration has a positive influence on the level of importance supervisors attaches to instructional supervision. The independent sample t-test was used to compare the scores of the public and private school supervisors regarding their level of importance they attach to the instructional supervision of their supervisees. The results showed that there was no significant difference between their remuneration and the level of importance supervisors in public schools ($M = 3.43$, $SD = 0.63$) and the level of importance for the private school supervisors ($M = 4.85$, $SD = 0.86$; $t(111) = -1.42$, $p > .05$). This result suggests that almost all supervisors, regardless of the school type in which they supervise, attach a level of importance similarly.

Summary of Review

A review of the literature relevant to developing the conceptual background of the study was presented in this chapter. The main areas covered include the attitude of Head teachers towards the instructional supervision of beginning Economics teachers. Even though some of the empirical findings were inconclusive when it comes to the attitude of Head teachers towards the instructional supervision of teachers, however, most of the empirical findings revealed that Head teachers' instructional supervision can have both positive and negative effects on beginning Economics teachers' professional development.

Under the empirical review, the findings of certain studies revealed that most Head teachers attach a greater level of importance to instructional

supervision. Also, the findings of other studies have indicated that some school Heads also attach lesser importance to the instructional supervision of their teachers. Again, the findings further revealed that the clinical approach to instructional supervision is mostly used by Head teachers in their instructional supervision process. Therefore, this study examined the attitude of Head teachers towards the instructional supervision of beginning Senior High School Economics teachers in Ghana.



CHAPTER THREE

RESEARCH METHODS

Overview

The study sought to examine the attitude of Head teachers towards the instructional supervision of beginning Senior High School Economics teachers. This chapter presents an account of how the study was conducted. It covers the research design, population, sample and sampling procedure, the research instrument that was used, test for reliability and validity of the instrument, data collection, pilot testing, data analysis, and ethical consideration.

Research Design

The choice of research design for a particular study is based on the purpose of the study (Cohen, Manion & Morrison, 2018). The quantitative approach was used for this study. The research design that was used in this study is the descriptive survey type, specifically, a cross-sectional survey design. The choice of this method was informed by the opinion of Creswell (2014) that cross-sectional survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. Also, Osuala (2001) asserts that a cross-sectional survey is suitable in situations where the researcher is not interested in manipulating the variables involved in the study but rather wants to investigate the situation as it exists on the ground.

Also, Chalmers (2004) and Ponterotto (2005) are of the view that cross-sectional survey design allows researchers to seek explanations

of certain aspects of social phenomena such as the opinions and attitudes of the respondents. Cross-sectional survey design is useful for gathering factual information, data on attitudes and preferences, beliefs and predictions, opinions, behaviour, and experiences – both past and present (Aldridge & Levine, 2001; Dillman, Smyth & Christian, 2014; Weisberg, Krosnick & Bowen, 1996).

Population

The population for this study comprised all Head and assistants Head teachers in the public and private Senior High Schools in the Kumasi Metropolis. In all, there are 67 Senior High Schools in the Kumasi Metropolis (GES, 2019) of which 26 are public schools while the remaining 41 are private schools. The total number of Head and Assistant teachers in the Metropolis is 134, with the public school Head teachers numbering 52 and private Head teachers 82. In all, a total of 134 participants formed the target population for the study.

Sample and Sampling Procedures

The multi-stage sampling technique was used in selecting the sample size. The sampling was conducted at two levels. Firstly, the stratified sampling technique was used to place the Senior High Schools in the Kumasi Metropolis into two strata: Public and Private SHS's. The stratification variables that was used is the school type within the Metropolis. Secondly, the purposive sampling technique was used in selecting 49 (20 public and 29 private) Senior High Schools selected from the sixty-seven (67) Senior High Schools in the Metropolis to constitute the sample. A list of the schools in the Metropolis was collected from the Kumasi Metropolitan Education Office.

These 49 schools were purposively selected because these schools were having beginning Economics teachers.

The researcher then employed the census method to select all the 98 Head teachers from the forty-nine schools. This technique was used due to the small number of Head teachers in each school so, there was no need to sample. The census method was appropriate for the study because as in the view of Farooq (2013), there would be a higher degree of accuracy in data since no other method is accurate like the census method when the population is small. Again, the census method was employed because large sample gives better judgment over smaller ones provided such large samples are available and accessible (Gall, Gall & Borg, 2007). The technique helped the researcher to involve every Head teacher in all the forty-nine schools.

Data Collection Instrument

The questionnaire was the main instrument used to elicit responses from the Head teachers who participated in the study. In other words, the attitude survey questionnaire developed by Sergiovanni and Starratt (2007) was adapted as the instrument for data collection. Cohen (2018) opined that questionnaires are widely used and are useful instruments for collecting survey information, providing structured numerical data, and can be administered without the presence of the researcher. Additionally, the questionnaire was used for the study because it is appropriate for survey work and also affords the respondents adequate time to give well thought out answers (Kothari, 2004).

The questionnaire was developed to conform to distilled literature relevant to this study. The questionnaire was made up of a five-point Likert

scale item of strongly agree to strongly disagree. Respondents were required to respond by ticking the appropriate level regarding statements on the Likert scale.

The questionnaire was made up of five sections: Section A to E. Section A elicited responses on the demographical characteristics of the respondents and consisted of 5 items. Section B also elicited responses on the level of importance Head teachers attach to instructional supervision and consisted of 8 items. Section C was also made up of 7 items and it centered on the Challenges faced in instructional supervision. Section C also focused on the approaches to instructional supervision by Head teachers and was made up of 8 items. The last section of the questionnaire, Section E, also elicited responses on the Head teachers' roles in instructional supervision and consisted of 11 items. In total, the questionnaire had 39 items.

Pilot Testing

To test the instrument to identify possible lapses and the potential need for refinement, the researcher conducted a pilot study in the Offinso Municipality which has almost the same educational characteristics such as school proprietorship as that of the Kumasi Metropolis. The questionnaire was tested at the Dwamena Akenten Senior High School, Namong Senior High Technical School, Akumadan Senior High School, and Blessed Child Senior High School, all in the Offinso Municipality. These schools were selected because there were Economics teachers who were in their first and second years of teaching. Also, the Head teachers of the four (4) schools had similar characteristics as those of the selected schools for the actual study.

Test for Validity and Reliability

To ascertain the face validity of the items on the questionnaire, the researcher strictly designed the items to conform to the literature. To also ensure content validity, the questionnaires were handed to the researcher's supervisor and other colleagues who went through them and offered their suggestions. Also, Cronbach's Alpha (α) was computed to determine the reliability coefficient. According to Fraenkel and Wallen (2000), a reliability coefficient of 0.7 or better is acceptable. In support of this assertion, Abington-Cooper (2005) also emphasized that such a reliability coefficient is good and the instrument can be judged to collect useful data. The Alpha value obtained was .764 (no of items = 39), and therefore the instrument was judged to be reliable and acceptable for collecting useful data for the study. No item was deleted or changed on the questionnaire. To determine the reliability for each of the main sub-scales on the questionnaire, Cronbach Alpha was computed for each of the main sub-scales. The Cronbach's alpha was established for each sub-section for each research question under the four research questions. The value of Cronbach Alpha of .743, .829, .756, and .945, were obtained for sub-sections B, C, D, and E respectively.

Ethical Considerations

Keyton (2001) observed that researchers have an obligation to conduct their study and report their findings without hurting research participants. In the research, informed consent was given to all the research participants. Participants were given the choice to be part of the research after some clarifications concerning the study and were made to take part in the research.

The study was conducted in a manner that protected the identity of the respondents. To protect their identity, respondents were not identified by their names. Besides, the cover letter to the research instrument stated that their responses would be kept confidential and the demographic information were not to be revealed. Furthermore, the questionnaire will be submitted and collected in a plain envelop without any indication of the school name. All participants were supplied with the researchers' contact information to allow them to ask questions about the survey or to inquire about the research findings. The researcher addressed all ethical concerns which included: informed consent; anonymity; and confidentiality. All information that was taken from different sources was acknowledged through in-text citations and references.

Data Collection Procedures

Before administering the instrument, the researcher visited the schools and a letter of introduction from the Head of Department, Department of Business and Social Sciences Education (DOBSSE), of the University of Cape Coast was given to the heads of these schools who were also part of the respondents. The questionnaire was administered in person. It is ethical in research to assure respondents of their confidentiality and anonymity; hence the questionnaire was accompanied with a cover letter to this effect and to crave their maximum co-operation.

On average, each of the respondents in these separate schools used about twenty minutes to complete the questionnaire. During the data collection, the researcher was available to clarify issues that the respondents failed to fully understand. In all, 98 questionnaires were collected which gave

a return rate of 100%. Details of the return rate of the questionnaire are provided in Table 1.

Table 1: Return Rate of Questionnaire

Programmeme	Instrument Administered	Returned Rate
Head teachers	49	49 (100%)
Assist. Heads	49	49 (100%)
Total	98	98 (100%)

Source: Field survey, 2020.

Data Processing and Analysis

To address the research questions that guided the study, the data that was obtained from the respondents was filtered to remove any irrelevant responses, and were coded. Afterwards, they were analysed using the Statistical Product for Service Solution (SPSS version 22.0). A combination of descriptive and inferential statistics was used to analyse the data to provide results. The demographic characteristics of the respondents were analysed using percentages and frequencies. In addressing the research questions, descriptive statistics including means and standard deviations were computed and inferential statistics such as independent sample T-test was computed.

Table 2: Summary of Data Analysis

Research Questions	Instrument	Respondents	Statistical Tool
RQ1: What level of importance do Head teachers attach to the instructional supervision of Beginning SHS Economics teachers?	Questionnaire	Head teachers	Mean and Standard Deviation
RQ2: What Challenges do Head teachers encounter in supervising Beginning SHS Economics teachers?	Questionnaire	Head teachers	Mean and Standard Deviation
RQ3: what approach do Head teachers use in supervising Beginning SHS Economics teachers?	Questionnaire	Head teachers	Mean and Standard Deviation
RQ4: What role do Head teachers play in supervising Beginning SHS Economics teachers?	Questionnaire	Head teachers	Mean and Standard Deviation
Research Hypotheses			
Hypothesis 1: There is no statistically significant difference between the level of importance male and female school Heads attach to Beginning SHS Economics teachers' instructional supervision			Independent Sample T-test
Hypothesis 2: There is no statistically significant difference between the level of importance public and private Head teachers attach to Beginning SHS Economics teachers' instructional supervision			Independent Sample T-test
Source: Author's Construct			

Chapter Summary

This study adopted the descriptive cross-sectional survey design to examine the attitude of Head teachers towards the instructional supervision of beginning SHS economics teachers with a population of 98 Head teachers. The stratified and census sampling technique were used to determine the sample size and the participants involved in the study. In all, a sample size of 8 and 98 Head teachers was used in the pilot and actual study respectively. The questionnaire which was designed on a five-point Likert scale facilitated the collection of relevant data necessary to address the research questions that guided the study. The instrument was reliable with a whole reliability coefficient of .764 for the pilot study and .887 for the actual study. The major limitation of the instrument was that only closed-ended questions were used which prevented the respondents from openly giving out responses that could have further enriched the study. Descriptive and inferential statistics were used to analyse the obtained data. Specifically, frequency and percentages were used to analyse data on the demographical variables; mean and standard deviation for research questions one to four; and an independent sample t-test for research hypotheses one and two.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

This chapter presents the results of the study and the discussion to determine the implication of the data on the attitude of Head teachers towards the supervision of beginning Economics teachers. The chapter is in three parts. The first part presents the results on the demographic characteristics of the respondents followed by the discussion. The second aspect of the chapter focuses on the presentation of the main data to address the research questions. The discussions are presented with headings reflecting the research questions being addressed. The third part also focuses on the discussion of the main results in light of the various research questions.

Demography of Respondents

This part presents and discusses the preliminary data which consists of the background data of the respondents for the study. The characteristics will provide understanding to readers as to the category of Head teachers who were involved in the study concerning their level of academic qualification and experiences. The characteristics are the gender of the respondents, school proprietorship, years of teaching, highest academic qualification, and the highest professional qualification of the respondents. The results of the characteristics of the respondents are presented in Tables below.

Analysis of Demographic Characteristics of Respondents

This part presents and discusses the preliminary data which consists of the background data of the respondents for the study.

Gender Distribution of Head Teachers

Table 3 represents the distribution of Head teachers based on gender.

Table 3: Distribution of Head Teachers Based on Gender

Gender	Frequency (No)	Percent (%)
Male	77	78.6
Female	21	21.4
Total	98	100.0

Source: Field survey, 2020.

Table 3 indicates that 77 (78.6%) Head teachers forming the majority of the respondents are males and 21 (21.4%) Head teachers are females. The result, therefore, shows that the majority of the Head teachers who participated in the study are males. The dominance of the male Head teachers in second cycle institutions is not a different phenomenon in the Ghanaian context.

Distribution of Teachers by School Proprietorship

Table 4 represents the distribution of Head teachers based on school proprietorship.

Table 4: Distribution of Head Teachers by School Proprietorship

School Proprietorship	Frequency (No)	Percent (%)
Public	40	40.8
Private	58	59.2
Total	98	100.0

Source: Field survey, 2020.

Table 4 shows that the majority of the Head teachers 58 (59.2%) that participated in the study were from private schools, while only 40 (40.8%) Head teachers were from public schools. By implication, the majority of beginning Economics were found in private schools.

Distribution on Years of Teaching

Table 5 represents the distribution of Head teachers based on the number of years in teaching.

Table 5: Distribution on Years of Teaching

Years of teaching	Frequency (No)	Percent (%)
Less than one year	4	4.1
1-5 years	20	20.4
6-10 years	20	20.4
11-15 years	16	16.3
16 years and above	38	38.8
Total	100	100.0

Source: Field survey, 2020.

Table 5 looks at how long school Heads have been teaching, the majority of the school Heads have been teaching for more than a year which is 94 (95.9 %). Also, only 4 (4.1%) have taught for less than a year. It follows that a significant majority have been teaching for a long time and so they do have enough teaching and instructional supervision experiences.

Highest Level of Education of Respondents

Table 6 represents the distribution of Head teachers based on their highest academic qualifications.

Table 6: Academic Qualifications of Respondents

Academic Qualification	Frequency (No)	Percent (%)
Master of Arts	14	14.3
Master of Philosophy	76	77.6
Doctor of Philosophy	8	8.1
Total	98	100.0

Source: Field survey, 2020.

From Table 6, it is clear that an overwhelming majority of the Head teachers that is 76 (77.6%) have their Master of Philosophy degrees as their highest level of academic qualification.

Professional Qualifications of Respondents

Table 7 represents the distribution of Head teachers based on their highest professional qualifications.

Table 7: Professional Qualifications of Respondents

Professional Qualification	Frequency (No)	Percent (%)
Teachers Cert A	6	6.1
Diploma in Education	20	20.4
P.G.D. E	6	6.1
B.Ed.	56	57.1
M.Ed.	12	12.2
Total	98	100.0

Source: Field survey, 2020.

Table 7 shows that majority of the Head teachers in the Kumasi Metropolis had the Bachelor of Education degree as their highest professional teaching qualification that is 56 (57.1%). On the minority side, only 6 (6.1%) of the school heads have teachers certificate 'A' as their highest academic qualification. Therefore, it follows that they will be in a better position to assess the instructional supervision of colleague teachers satisfactorily.

Presentation of Main Results

This section discusses the main results of the research questions and hypotheses that were posed to guide the study. Data on the research question one, two, three, and four were collected on a five-point Likert scale (strongly agree, agree, undecided, disagree, and strongly disagree). Thereafter, the four research questions were analysed using mean and standard deviation. The mean score for the Likert scale was given as: Strongly Disagree = 1, Disagree

= 2, Undecided= 3, Agree = 4 and Strongly Agree = 5. Research hypotheses one and two were analysed using the independent sample t-test at a 0.05 level of significance.

Key to Interpreting Results

To gather evidence for the study, the Head teachers were made to rate their responses using Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. The mean ranges for the statements were scored as (Strongly Agree = 1, Agree = 2, Undecided = 3, Disagree = 4 and Strongly Disagree = 5). A criterion value of 3.00 was established for the scale. To obtain the criterion value (CV=3.00), the scores were added together and divided by the number in the scale ($1+2+3+4+5= 15/5=3.00$). To understand the mean scores, items, or statements on each subscale that scored means of less than 3.00 were regarded as an agreement to that construct. Those items/statements that scored means above 3.00 were regarded as a disagreement to that construct. Standard deviations measured the dispersion of the responses as they were gathered from the respondents. A standard deviation of 1.00 and below denoted homogeneity in responses, whereas a standard deviation of more than 1.00 denoted diversity in responses of respondents. These interpretations apply to all the four research questions formulated.

Research Question One: What Level of Importance Do Head Teachers Attach to the Instructional supervision of Beginning SHS Economics Teachers?

The essence of this research question was to determine the level of importance Head teachers attach to the instructional supervision of Beginning

SHS teachers’ instructional supervision. To address this issue, Head teachers in the Kumasi Metropolis were asked to respond to several statements by indicating their level of agreement or disagreement with the statements.

Table 8 shows the results from the analysis of data provided by the respondents on the level of importance Head teachers attach to the instructional supervision of their teachers.

Table 8: The Level of Importance Head Teachers Attach to the Instructional Supervision of Beginning SHS Economics Teachers

Statement	Mean	SD
I supervise my supervisees regularly	1.65	.64
I supervise my teachers on time	1.56	.54
I am concerned with my total development and ways to help my supervisees improve in their teaching	1.48	.65
I provide professional leadership to all educational workers working in the school system	1.95	.94
I ascertain the strengths and limitations of the schools and set suitable targets for the progress of the educational institutions.	1.98	.87
I share inform the management, parents about the Challenges of the school and seek their help in solving them out	1.51	.72
I promote the professional growth of all school personnel especially that of the teachers by organizing various need-based in-service programmemes of varied types such as workshops, seminars, etc.	1.83	.81
I identify the factors responsible for promoting or hindering the progress of the schools and thereby taking steps to explore or to control them.	1.84	.92
Average Mean/Average Standard Deviation	1.73	.76

Source: Field survey, 2020

From Table 8, the overall average mean of 1.73 which is below 3.00 indicates that respondents share the opinion that a greater level of importance is attached to the instructional supervision of Beginning SHS Economics

teachers' instructional supervision. The average standard deviation score (SD) of .76 also suggests that the responses of the respondents were uniform.

The highest mean value recorded was ($M = 1.98$, $SD = 0.87$), which is the statement that school Heads can ascertain the strengths and limitations of the schools and set suitable targets for the progress of their educational institutions. In furtherance with the frequency of instructional supervision, the majority ($M = 1.65$, $SD = .64$) of Head teachers affirmed that they can supervise their teachers regularly. In telling details of their time consciousness, Head teachers agreed ($M = 1.56$, $SD = .54$) that they supervise their teachers on time.

As clearly shown in Table 8, the lowest mean value recorded was ($M = 1.48$, $SD = .65$), and it is with the statement that Head teachers are concerned with the total development and ways to help beginning teachers improve upon their teaching. This implies that a majority of the respondents agreed that they educate beginning Economics teachers on the appropriate teaching methods that enables them to enhance their teaching. Giving more account on this, Head teachers agreed ($M = 1.92$, $SD = .81$) that they can provide professional leadership to all their educational workers, especially newly recruited teachers.

Research Question Two: What Challenges Do Head Teachers Encounter in Supervising Beginning SHS Economics Teachers?

In addressing this issue, Head teachers were asked to respond to some statements relating to the Challenges that they encounter in supervising their beginning Economics teachers by indicating their level of agreement or disagreement with the statements. The results concerning this research question are shown in Table 9.

Table 9: Challenges Head Teachers Encounter in Supervising Beginning SHS Economics Teachers

Statement	Mean	SD
I am not clear about the boundaries of instructional supervision	1.92	.68
The distribution of tasks between these levels is seldom clear	2.23	.85
Financial constraints make it difficult to implement instructional supervision tasks and acquire support services.	2.34	1.14
Lack of means of transport makes impeaches my instructional supervision duties	2.65	1.30
Overload of tasks makes my instructional supervision stressful.	2.37	1.25
Supervisees are disrespectful and do not implement suggestions offered to them.	3.48	1.23
Indiscipline on the part of supervisees makes my task difficult.	3.31	1.14
Average Mean/Average Standard Deviation	2.61	1.08

Source: Field survey, 2020

Table 9 shows results on the Challenges Head teachers encounter in supervising Beginning SHS Economics teachers. From Table 9, the overall average mean of 2.61 compared to the cut-off point of 3 mean scores for an agreement to the statement, indicates that Head teachers are primarily faced with the basic Challenges of instructional supervision. The average standard deviation score (SD = 1.11) also suggests that Head teachers' responses to the items on this particular subscale were heterogeneous.

The respondents disagreed that, "supervisees are disrespectful and do not implement suggestions offered to them" and this recorded the highest mean value (M = 3.48, SD = 1.23). Also, the Head teachers reported in disagreement (M = 3.31, SD = 1.14) that, indiscipline on the part of supervisees makes my task difficult. This suggests that the majority of the beginning Economics teachers are discipline and cooperate with their supervisors during instructional supervision. However, Head teachers agreed (M = 2.37, SD = 1.25) that overload of tasks makes their instructional supervision stressful.

From Table 9, the lowest mean value recorded was ($M = 1.92$, $SD = 0.68$) and is about the statement that “I am not clear about the boundaries of instructional supervision”. This implies that there is some level of overlap of responsibility among the various supervisors responsible for instructional supervision. Giving details to the basic Challenges in instructional supervision, the majority of the Head teachers agreed ($M = 2.34$ $SD = 1.14$) that financial constraints make it difficult to implement instructional supervision tasks and acquire support services.

Research Question Three: What Approach to Instructional supervision Do Head Teachers Use in Supervising Beginning SHS Economics Teachers?

The purpose of this research question was to find out the approach Head teachers use in supervising Beginning SHS Economics teachers. The summary of the results is presented in Table 10.

Table 10: Approaches used by Head Teachers in Supervising Beginning SHS Economics Teachers

Statement	Mean	SD
I observe and record classroom lessons	2.14	.77
I have face to face interaction with teachers to Improve the teachers’ classroom instruction	1.64	.61
I analyse the teaching and learning process with my teachers	2.15	.93
I establish rapport with my supervisees	1.94	.81
I confront and challenge as well as give direct feedback to my supervisees.	2.06	.97
I inspect whether or not my supervisees are doing what they are supposed to do and replaced where they are found wanting.	1.77	.74
I allow teachers to evaluate and appraise themselves and develop their teaching practice.	3.23	1.44
I plan lessons together with my teachers	1.68	.67
Average Mean/Average Standard Deviation	2.10	.87

Source: Field survey, 2020

From Table 10, the overall average mean of 2.10 compared to the cut-off point of below 3 for an agreement to most of the items, shows that Head teachers use the clinical approach in supervising beginning Economics teachers. The average standard deviation score ($SD = 1.11$) also indicated that Head teachers' responses to the items on this specific subscale were heterogeneous.

With regard to the post-conference, from Table 10, it can be observed that the highest mean value recorded was on the statement that beginning Economics teachers are allowed to evaluate and appraise themselves and develop their teaching practice ($M = 3.23, SD = 1.44$). This implies that Head teachers disagreed that they allow beginning Economics teachers to evaluate their work. Additionally, Head teachers affirmed ($M = 1.77, SD = .74$) that, they inspect whether or not their supervisees are doing what they are supposed to do and replaced where they are found wanting.

The lowest mean value was recorded on the statement that Head teachers have face to face interaction with their supervisees to improve the classroom instruction ($M = 1.64, SD = .61$). This suggests that Head teachers confirmed that their physical presence in the classroom put them in a better position to help identify the instructional difficulties of beginning Economics teachers and help them to correct it. Besides, Head teachers responded in the affirmative ($M = 1.94, SD = .81$) that, they establish rapport with their supervisees. This by implication helps the beginning teachers to open up and share the Challenges they are facing in their teaching with them.

Research Question Four: What Roles Do Head Teachers Play in Supervising Beginning SHS Economics Teachers?

The essence of this research question was to examine whether school heads play their supervisory role so far as the instructional supervision of beginning teachers are concerned. An agreement affirms that school heads play their role when it comes to the instructional supervision of teachers. Which is represented on the mean which is below 3.0 and a mean range of a disagreement indicates by a mean which is above 3.0. The results obtained are summarized in Table 11

Table 11: Roles of School Heads in the Instructional Supervision of Teachers

Statement	Mean	SD
I monitor teachers' instructional progress by setting improvement goals	1.70	.63
I provide and facilitate the acquisition of resources needed for learning to occur	1.56	.61
I facilitate staff development programmes by providing opportunities for teachers to continue engaging in professional development programmes	1.64	.80
I promote an effective instructional climate that creates excitement	1.56	.72
I monitor student progress by reviewing test assessment information and evaluating pupil, class, and school levels of performance	1.88	.80
I supervise and evaluate teachers by helping teachers with special instructional Challenges and encouraging innovative teachers	1.69	.77
I facilitate teaching and classroom practices by formulating and communicating school goals and providing incentives for teachers and students.	1.68	.70
I explain to supervisees the purpose of instructional supervision.	2.01	.75
I negotiate a mutually agreed and clear contract (rules, accountability, expectations) for instructional supervision	2.07	.82
I provide regular instructional supervision time both informal (in the moment) and formal (planned scheduled time).	1.98	.76
I maintain a balance between the administrative, educational and supportive functions.	1.86	.65
Average Mean/Average Standard Deviation	1.78	.73

Source: Field survey, 2020

From Table 11, the overall average mean of 1.78 which is below 3.00 indicates that respondents share the opinion that they perform their basic roles in supervising beginning Economics teachers. The average standard deviation score (SD = .76) also suggests that Head teachers perform their supervisory roles and also the responses of the respondents were uniform.

The highest mean value recorded was (M = 2.07, SD = 0.82), and is about the statement that Head teachers negotiate a mutually agreed and clear contract (rules, accountability, expectations) for instructional supervision. In furtherance to resources, the majority (M = 1.56, SD = .61) of Head teachers affirmed that they provide and facilitate the acquisition of resources needed for teaching and learning to occur.

As clearly shown in Table 11, the lowest mean value recorded was (M = 1.56, SD = .72), and it is with the statement that Head teachers promote an effective instructional climate that creates excitement. This implies that a majority of the respondents agreed that they can incite and motivate beginning Economics teachers to enable them to enhance their teaching. Giving more account on this, Head teachers agreed (M = 1.70, SD = .63) that they can monitor teachers' instructional progress by setting improvement goals.

Research Hypothesis 1: There is no Statistically Significant Difference Between the Level of Importance Male and Female School Heads Attach to the Instructional Supervision of Beginning Economics Teachers.

This hypothesis was meant to find out whether there was any statistically significant difference between the level of importance male and female school heads attach to the instructional supervision of beginning Economics teachers. The independent variable was gender made up of male

and female school Heads and the dependent variable was the mean level of importance attached to instructional supervision. To address the research hypothesis, the data that was obtained was analysed using the independent sample t-test at a significance level of 0.05. Table 12 presents the results on the differences between the male and female school heads level of importance towards instructional supervision.

Table 12: Differences Between Male and Female school Heads Level of Importance Attach to the Instructional Supervision of Beginning SHS Economics Teachers

Gender	M	SD	T	df	ρ
Male	2.20	.54	-.163	.384	.871
Female	2.21	.61			

*Significance level .05

From Table 12, the results show that there is no statistically significant difference between the level of importance the male school heads attach to instructional supervision (M = 2.20, SD = .54) and the female school Heads (M = 2.21, SD = .61); $t(384) = -.163, p > .05$, (two-tailed). This means that there were no differences in the mean value of the male school Heads (2.20) and the female school Heads (2.21). It can, therefore, be concluded that both genders attach the same level of importance to instructional supervision.

Research Hypothesis 2: There is no Statistically Significant Difference between the Level of Importance Public and Private School Heads Attach to the Instructional Supervision of Beginning Economics Teachers.

Research hypothesis two was meant to determine whether there is any statistically significant difference between the level of importance public and private Head teachers attach to the instructional supervision of Beginning SHS

Economics teachers. The public and private SHS Head teachers were the independent variables and the average mean of the level of importance Head teachers attach to the instructional supervision of Beginning SHS Economics teachers was the dependent variable. To address the research hypothesis, the data obtained were analysed using the independent sample t-test at a significance level of 0.05. Table 13 presents a summary of the results in terms of the hypothesis that, there is no statistically significant difference in the level of importance attached to instructional supervision between private and public SHS Head teachers.

Table 13: Differences Between Public and Private school Heads Level of Importance Attach to the Instructional Supervision of Beginning SHS Economics Teachers

School Proprietorship	M	SD	t	df	p
Private	2.21	.39	-2.389	97	.020
Public	1.94	.22			

*Significance level .05

Source: Field survey, 2020.

From Table 13, it can be observed that there is a difference in terms of the mean values for the private and public Head teachers with the mean of the private Head teachers exceeding that of the public Head teachers by 0.27. However, to test whether the difference in the mean values was statistically significant, an independent t-test was used. First, the Levene's test for equality of variances indicated that the variances for the two groups were equal ($F = 5.495, .020 < .05$), and therefore a test for equal variances was used. The mean value of public Head teachers' level of importance ($M = 1.94, SD = .22$) is significantly lower ($t = -2.389, df = 97, .020 < .05$) than that of the private

school's Head teachers ($M = 2.21$, $SD = .39$). This suggests that public and private school head teachers attach a different level of importance to the instructional supervision of Beginning Economics teachers.

Discussion of Results

This section discusses the findings of the study in relation to:

1. Level of importance that Head teachers attach to the instructional supervision of Beginning SHS Economics teachers.
2. Challenges that Head teachers encounter in supervising Beginning SHS Economics teachers.
3. The supervisory approach Head teachers use in supervising Beginning SHS Economics teachers.
4. Role Head teachers play in supervising Beginning SHS Economics teachers.
5. The differences in the level of importance attach to Beginning SHS Economics teachers' instructional supervision between male and female SHS Head teachers.
6. The differences in the level of importance attach to Beginning SHS Economics teachers' instructional supervision between private and public SHS Head teachers.

Level of Importance that Head Teachers Attach to the Instructional Supervision of Beginning Economics Teachers

The first research question sought to find out the level of importance Head teachers attach to the instructional supervision of Beginning SHS Economics teachers. The results from the study indicated that the majority of the head teachers attach importance to the instructional supervision of

Beginning SHS Economics teachers. This finding supports the assertion of Omane (2015) that school heads attach a greater level of importance when it comes to the instructional supervision of beginning teachers. This finding further validates the views of several researchers (Keeler & Steinhorst, 1995; Onwuegbuzie & DaRose-Voseles, 2001; Dale, Nasir & Sullivan, 2005). The finding also lends credence to the opinions of Akhtar et al. (2012) that private school Head teachers attach a greater level of importance to the instructional supervision of newly recruited teachers.

This finding implies that, whenever school Heads attach a greater level of importance to the instructional supervision of beginning teachers, it will enable these teachers to develop themselves professionally since instructional supervision is a necessary ingredient for professional development. This will go a long way to improve or affect the academic performance of students.

Challenges Head Teachers Encounter in Supervising Beginning SHS Economics Teachers

Concerning the basic Challenges school heads encounter in supervising Beginning SHS Economics teachers, it was evident that Head teachers face the basic Challenges in instructional supervision. This finding validates the work of Odundo and Gunga (2013) that all supervisors will be faced with the basic Challenges in instructional supervision as long as the supervisees are newly recruited. Again, the results of the study are in conjunction with that of Wang and Sullivan (2015) who contend that most of these newly appointed teachers disrespect and do not implement suggestions offered to them by their supervisors. Also, Scherman and Toit (2018) studies discovered that due to the

workload of head teachers, it makes it difficult for them to take new teachers' through the proper steps in instructional supervision.

Supervisors across the length and breadth of the country are seen as incompetent by the various educational authorities. The underdevelopment of newly recruited teachers' professional development is always ascribed to their supervisors. However, this assertion may not be entirely true, because the study clearly shows that these basic Challenges are the limiting factors that do not allow them to carry out their professional responsibilities smoothly.

The Approach of Instructional Supervision Head Teachers use in Supervising Beginning SHS Economics Teachers

The third research question was meant to find out the approach to instructional supervision Head teachers use in Supervising Beginning SHS Economics teachers. The finding of the study shows that Head teachers use the Clinical approach to supervise their beginning Economics teachers. The finding of this current study is consistent with the assertion of Sergiovanni and Starratt (2007) that Head teachers use the Clinical approach in supervising their newly recruited Mathematics teachers. Again, this finding gives support to the claims of Arong and Ogbadu (2010) that newly Psychology teachers are mostly supervised by their supervisors by the use of the Clinical approach to instructional supervision. Also, this finding seems to bide the opinion of Abiola (2011) that most English teachers embrace the instructional supervision of their supervisors as long as the supervisors use the Clinical approach to instructional supervision. However, this result contradicts the views of Sullivan and Glanz (2000) who claim that Head teachers do not use the clinical approach to supervise their newly recruited teachers.

This finding suggests that Head teachers have face-to-face interaction with beginning Economics teachers on regular basis to help them improve their classroom instruction. This finding also implies that head teachers most at times inspect whether supervisors are doing what is expected of them or otherwise. The main objective for this is that the professional development of beginning Economics teachers is improved through the use of the recommended clinical approach by their school Heads.

Roles Head Teachers Play in Supervising Beginning SHS Economics Teachers

By inference, the result gave a reason to believe that head teachers perform their primary roles when it comes to the instructional supervision of beginning Economics teachers. This implies that 'School Heads facilitate staff development programmes by providing opportunities for beginning Economics teachers to continue to engage in professional development programmes.

This finding seems to support the claims of Opdecam et al. (2012) that head teachers perform their supervisory roles especially in the case of beginning teachers. Also, the finding of this current study concurs that of Wyk (2015) who opines that Private school heads promote an effective instructional climate for their newly recruited teachers. Besides, this finding seems to bide the opinion of Omane (2018) that Head teachers perform their responsibilities when it comes to the instructional supervision of their teachers.

This result implies that the improvement goals that are set by Head teachers in monitoring beginning Economics teachers' instructional progress will help in teachers' professional development. Again, since Head teachers

can facilitate the acquisition of teaching and learning resources, it will facilitate the instructional progress of the beginning teacher.

Differences in the Level of Importance Attach to Beginning SHS Economics Teachers' Instructional Supervision Between Male and Female Head Teachers.

With research hypothesis 1, the findings revealed that there is no statistically significant difference between the level of importance male and female school heads attach to Beginning SHS Economics teacher's instructional supervision. It can, therefore, be concluded that both genders attach the same level of importance to instructional supervision.

Findings discovered disprove the findings of Kaenzig, Hyatt, and Anderson (2007); Farrah (2011) and Reda (2015) who found out that there are significant differences between male and female supervisors on the level of importance attached to instructional supervision. Kaenzig, Hyatt, and Anderson (2007) indicated that female supervisors attach a lesser level of importance towards the instructional supervision of teachers than male supervisors. Both of the genders see the relevance of teacher instructional supervision that is why they have attached a greater level of importance to it despite the challenges they face in the cause of instructional supervision. Even though Farrah discovered supervisors attach a greater level of importance to instructional supervision, finding significant differences between both genders is not supported by this study. Supervisors' attachment to a greater level of importance is not gender-sensitive as far as this study is concerned.

Therefore, Fultz and Herzog (1991) argument that female supervisors are conducting instructional supervision regularly for their supervisees as

compared to their male counterparts. Again, even though Reda (2015) found out that supervisors attach a greater level of importance to instructional supervision which this study confirms, the findings that there were differences between the genders was inconsistent with the finding of this study. The environment supervisors seem to find themselves in could be the factor resulting in these differences as already indicated.

However, findings from this study validate that of Nausheen, Alvi, Munir, and Awar (2013) and Amanfo and Asante (2014) who found out that there are no significant differences in the level of importance male and female supervisors attach to the instructional supervision of teachers. By this, it will be difficult to believe that instructional supervision is gender-sensitive. It is therefore very paramount for supervisors to conduct, as well as encourage both genders to regularly supervise to enhance the professional development of beginning teachers in their schools.

Differences in the Level of Importance Attach to Beginning SHS Economics Teachers Instructional Supervision Between Private and Public Head Teachers.

About research hypothesis 2, the findings revealed that there is a statistically significant difference in the Level of Importance Attach to Beginning SHS Economics Teachers Instructional supervision Between Private and Public SHS Head Teachers. This result suggests that Head teachers based on the school proprietorship attach a different level of importance to the instructional supervision of their Beginning SHS Economics teachers.

This finding provides support for the assertions of Oduro (2008) that there are differences in the level of importance Public and private School Heads attach to the instructional supervision of their newly recruited teachers. The finding further confirms the opinion of Augustyn (2011) who emphasized that the number of times instructional supervision is being conducted by school Heads is a function of their level of importance attached to instructional supervision. However, the finding is at variance with that of Okendu (2012) who found that both public and private schools Heads attach the same level of importance to the instructional supervision of their teachers.

The difference in the level of importance attached to instructional supervision between private and public Head teachers might be attributed to differences in their Job security. Also, the difference can be linked to the fact that there is a vast difference in the professional qualification of private schools' heads and that of the public schools' heads. Also, the differences in the availability of resources can be another cause of this disparity.

Chapter Summary

The study revealed that Head teachers attach a greater level of importance to the instructional supervision of Beginning SHS Economics teachers. It was found that Head teachers are faced with the basic Challenges in supervising Beginning SHS Economics teachers. Also, it was discovered that Head teachers use the clinical approach in supervising Beginning SHS Economics teachers at the expense of the traditional approach. It was also discovered that School Heads as supervisors perform their basic roles in their quest to supervise Beginning SHS economics teachers. Again, the study found that there was no statistically significant difference in the level of importance

male and female school heads attach to instructional supervision. Lastly, it was revealed that there was a statistically significant difference in the level of importance attached to Beginning SHS Economics teachers' instructional supervision between private and public SHS Head teachers.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This is the final chapter of the study. It presents a summary of the research process and the findings on the attitude of head teachers towards the instructional supervision of beginning Senior High School Economics Teachers. Based on the main findings, conclusions are drawn to enable appropriate recommendations to be made as well as suggestions for further research. The summary is divided into two sections. The first section summarizes the research process and the second section summarizes the key findings of the study.

Summary of the Research Process

The descriptive cross-sectional survey design was used to examine the attitude of Head teachers towards the instructional supervision of beginning senior high school economics teachers in the Kumasi Metropolis. The following research questions and hypotheses guided the study:

1. What level of importance do Head teachers attach to the instructional supervision of Beginning SHS Economics teachers?
2. What Challenges do Head teachers encounter in supervising Beginning SHS Economics teachers?
3. What supervisory approach does Head teachers use in supervising Beginning SHS Economics teachers?
4. What role do Head teachers play in supervising Beginning SHS Economics teachers?

1. H_0 : There is no statistically significant difference between the level of importance male and female school Heads attach to Beginning SHS Economics teachers' instructional supervision.

2. H_0 : There is no statistically significant difference between the level of importance public and private school Heads attach to Beginning SHS Economics teachers' instructional supervision.

The study employed the descriptive cross-sectional survey design using a questionnaire as the only instrument to collect the relevant data in addressing the research questions formulated. The multi-stage sampling technique was used to sample the respondents at two levels. At level one, a stratified sampling technique was used to group the schools into two strata (private and public schools). At level two, the purposive sampling technique was used to select 49 schools.

A 39-item questionnaire was the instrument used for data collection from the head teachers. The respondents comprised of 98 Head teachers (Main and Assistant). Both descriptive and inferential statistics were used to analyse the data. Specifically, for the descriptive statistics, frequencies and percentages were used to analyse the demographic characteristics of the respondents, the mean and standard deviation for research questions one to four, and for the inferential statistics, an independent sample t-test was used to analyse research hypothesis one and two.

Summary of Key Findings

The main findings that were obtained from the study are as follows:

1. The study indicated that Head teachers attach a greater level of importance to the instructional supervision of Beginning SHS Economics teachers.
2. The study discovered that Head teachers are faced with the basic Challenges in supervising Beginning SHS Economics teachers.
3. The study found that Head teachers use the clinical approach in supervising Beginning SHS Economics teachers at the expense of the traditional approach.
4. The study revealed that School Heads teachers as supervisors perform their basic roles in their quest to supervise Beginning SHS economics teachers.
5. For the first hypothesis, there was no statistically significant difference in the level of importance male and female school heads attach to Beginning SHS Economics teacher's instructional supervision.
6. The study found out that there was a statistically significant difference in the level of importance attached to Beginning SHS Economics teachers' instructional supervision between private and public SHS Head teachers.

Conclusions

The findings of the study have implications for quality instructional supervision and professional development of beginning SHS Economics teachers and several conclusions can be drawn. Firstly, resources availability and substantial remuneration to supervisors was a necessary ingredient for school Heads to carry out their supervisory responsibilities effectively. Also, supervisors were still battling with the basic challenges of instructional

supervision especially for beginning teachers that needs stakeholder's attention. Again, it can be concluded that Head teachers as supervisors adhered to the clinical approach to instructional supervision which is a recipe for teachers' professional development. Additionally, private Head teachers attach a greater level of importance to the instructional supervision of their supervisees which could be attributed to the fear of job insecurity. Moreover, it can be concluded that head teachers played an active role in teacher instructional supervision in the various Senior High Schools through the organisation of professional development programmes like in-service training to help improve the professional development beginning Economics teachers.

Recommendations

Based on the findings and conclusions drawn from the study, some recommendations are made for policy and practice in school instructional supervision.

1. Head teachers/supervisors should supervise their supervisees regularly and also organise in-service training for beginning teachers as a way of helping their supervisees improve their teaching.
2. Head teachers/supervisors should have a more coherent job description. This implies a reduction in the role conflicts by de-linking control from advice functions and separating administrative from pedagogic tasks.
3. Head teachers should continue to make effective use of the clinical supervision model since it is not only visiting the classroom and writing some lines in the logbook about the efficiency of the

beginning teachers, and just checking whether the work has been done according to the set plan. It is the process of counselling, sharing, and supporting teachers to amend and enhance their performance in the classroom.

4. Again, the supervisor should be free and fair to the supervisees.

Instructional supervision should be geared towards improving the situation and not towards finding fault with the supervisees always.

5. The supervisory roles that Head teachers play are quite commendable and it is suggested that Head teachers continue to play active roles in supervising their teachers and be concerned with helping individual teachers to develop themselves all around. Also, Head teachers need to maintain a cordial supervisor supervisee relationship to create a healthy academic climate.

Areas for Further Studies

This study examined the attitudes of Head teachers towards the instructional supervision of Beginning SHS Economics teachers in the Kumasi Metropolis.

1. The study could be replicated in other regions in the country to find out what persists there.
2. It was realized that the school Heads were actively involved in supervising the beginning teachers and instructional supervision seemed to be regular and consistent. However, this study was only concerned with the instructional supervision of only beginning teachers and it is suggested that future studies would concentrate on the instructional supervision of experienced teachers as well.

3. Finally, the questionnaire was the only instrument used for the study. Also, a closed-ended type of questionnaire was used. This as a result gave very little room for respondents to share their independent opinions. Future studies can make use of more of the open-ended type of questionnaire and can also adopt the observation and that of the interview guide.



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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION

DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES

EDUCATION

QUESTIONNAIRE FOR HEAD TEACHERS

Dear Respondent,

This research instrument is developed to ascertain the views of Head teachers towards the instructional supervision of beginning high school economics teachers in the Kumasi Metropolis. This questionnaire is purely for academic work. I therefore ask for your maximum co-operation and assure you that the information provided here will be treated with utmost confidentiality.

SECTION A: Demography of Respondents

Please respond to each of the following items by ticking (✓) the appropriate response box.

1. Gender:

Male []

Female []

2. School proprietorship

Public []

Private []

3. For how long have you been working?

less than a year []

1 - 5 years []

6 -10 years []

11 – 15 years []

16 years and above []

4. What is your highest academic qualification?

Bachelor's Degree []

Master of Arts []

Master of Philosophy []

Other, specify.....

5. What is your highest professional teaching qualification?

Teacher's Cert 'A' []

Diploma in Education []

Post Graduate Diploma in Education []

Bachelor of Education []

Masters in Education []

Other, specify.....

SECTION B

IMPORTANCE HEAD TEACHERS ATTACH TO INSTRUCTIONAL SUPERVISION

INSTRUCTION: Please tick (√) the appropriate box to indicate your opinion on these statements.

Key: Agree (A); Strongly Agree (SA); Uncertain (U); Disagree (D); Strongly Disagree (SD)

S/N	Importance Head teachers Attach to Instructional supervision	SA	A	U	D	SD
6	I supervise my supervisees regularly					
7	I supervise my teachers on time					
8	I am concerned with my total development and ways to help my supervisees improve in their teaching					
9	I provide professional leadership to all educational workers working in the school system					
10	I ascertain the strengths and limitations of the schools and to set suitable targets for progress of the educational institutions.					
11	I share inform the management, parents about the Challenges of the school and seek for their help in solving them out					
12	I promote the professional growth of all school personnel especially that of the teachers by organizing various need based in-service programmemes of varied types such as workshops, seminars etc.					
13	I identify the factors responsible for promoting or hindering the progress of the schools and thereby taking steps to explore or to control them.					

SECTION C

CHALLENGES FACED IN INSTRUCTIONAL SUPERVISION

Please tick the appropriate box to indicate your opinion on these statements.

Key: Agree (A); Strongly Agree (SA); Uncertain (U); Disagree (D); Strongly Disagree (SD)

S/N	Challenges Faced in Instructional supervision	SA	A	U	D	SD
14	I am clear about the boundaries of instructional supervision					
15	The distribution of tasks between these levels is seldom clear					
16	Financial constraints make it difficult to implement instructional supervision tasks and acquire support services.					
17	Lack of means of transport makes impeaches my instructional supervision duties					
18	Overload of tasks makes my instructional supervision stressful.					
19	Supervisees are disrespectful and do not implement suggestions offered to them.					
20	Indiscipline on the part of supervisees makes my task really difficult.					

SECTION D

APPROACHES TO INSTRUCTIONAL SUPERVISION

Please tick (√) the appropriate box to indicate your opinion on the following statement. Key: Agree (A); Strongly Agree (SA); Uncertain (U); Disagree (D); Strongly Disagree (SD)

S/N	Approaches to Instructional supervision	SA	A	U	D	SD
21	I utilize a supervisory session model					
22	I give direction to my supervisees					
23	I instruct, teach and inform my supervisees					
24	I encourage self-reflection among my supervisees					
25	I confront and challenge as well as give direct feedback to my supervisees.					
26	I inspect whether or not my supervisees are actually doing what they are supposed to do and reprimand where they are found wanting.					
27	I allow my supervisees to teach in the manner that pleases them.					
28	I observe, assist, and receive feedback from my supervisees.					

SECTION E

HEAD TEACHERS ROLES IN INSTRUCTIONAL SUPERVISION

Please tick (√) the appropriate box to indicate your candid opinion on following statement. Key: Agree (A); Strongly Agree (SA); Uncertain (U); Disagree (D); Strongly Disagree (SD)

S/N	Head teachers Roles in Instructional supervision	SA	A	U	D	SD
29	I set realistic and practical programmemes for improvement in a school					
30	I create harmony among the school personnel.					
31	I provide constructive feedback and guidance.					
32	I play a motivating and inspiring role for the betterment of the school system					
33	I maintain a proper documentation and follow up work.					
34	I serve as a communication link between teachers and non-academic staff and the principal and parents.					
35	I create a working culture and encourage team work and leadership qualities.					
36	I explain to supervisees the purpose of instructional supervision.					
37	I negotiate a mutually agreed and clear contract (rules, accountability, expectations) for instructional supervision					
38	I provide regular instructional supervision time both informal (in the moment) and formal (planned scheduled time).					
39	I maintain a balance between the administrative, educational and supportive functions.					

APPENDIX B

Introductory Letter

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION

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DoBSSE/59/V.1



UNIVERSITY OF CAPE COST
PRIVATE MAIL BAG

Date: 24th June, 2020.

Our Ref:

Your Ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER

Mr. Dacoster K. Boakye is an M.Phil. Economics Education student of this Department. As part of his education, he is supposed to design and execute research of acceptable standard. With this, he is working on the research topic: "Attitude of Headteachers towards the instructional supervision of S.H.S beginning Economics teachers".

His study seeks to investigate the level of importance Head teachers attach to the instructional supervision of SHS beginning Economics teachers' supervision. Again, the study seeks to determine the instructional supervisory approach Head teachers use in supervision. The study further sought to find out the problems head teachers encounter in the process of supervision. And finally the study sought to find out the roles of Head teachers in instructional supervision of beginning Economics teachers.

He will need primary data from Head teachers from selected senior high schools in the Kumasi metropolis.

In case he flouts any ethical requirements as the study may necessitate, kindly get in touch with his supervisor, Alhaji Dr. M. B. Yidana on the telephone number 0542638860 or through e-mail myidana@ucc.edu.gh. You may also get in touch with the Department on the telephone number 0209408788 or through e-mail dbse@ucc.edu.gh.

We would be grateful if you could give him the necessary assistance to enable him complete the research.

Thank you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'J. Kwarteng'.

DR. JOSEPH TUFUOR KWARTENG
HEAD



Head Teachers Consent Form

Dear Respondent,

I am conducting a research study and would like to ask for your help. If you are willing to participate, it should take about 10-30 minutes of your time. I would be most grateful if you could complete attached instrument which seeks to examine the attitude of Head teachers towards the instructional supervision of Beginning SHS Economics teachers.

You are assured of the anonymity of the responses you give and that no personal information about you is sought for any use whatsoever.

Please sign the space provided below.

Thank you.

I..... agree to participate.