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**THE ROLE AND RESPONSIBILITIES OF SCHOOL ADMINISTRATORS
ON CURRICULUM IMPLEMENTATION IN BASIC SCHOOLS
IN THE WA MUNICIPALITY**

IBRAHIM HAFIZ-DEEN

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BY

IBRAHIM HAFIZ-DEEN (BSc PLANNING)

(UDS/MSA/0004/17)

**THESIS SUBMITTED TO THE DEPARTMENT OF SOCIAL,
POLITICAL AND HISTORICAL STUDIES FACULTY OF
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DEVELOPMENT STUDIES, IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF
MASTER OF PHILOSOPHY DEGREE IN
SOCIAL ADMINISTRATION**



OCTOBER, 2020

DECLARATION

I submit this work in partial fulfillment for the award of M.Phil. Degree in Social Administration by the University for Development Studies (UDS). I declare that, this is my own work and to the best of my knowledge it has not been submitted by anybody, person or institution for the award of an MPhil Degree. All due acknowledgements have been made to all sources consulted in the processes of the study

Candidate Signature.....

Ibrahim Hafiz-deen

Date.....

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of dissertation or thesis laid down by the University for Development Studies (UDS) and that the laid down guidelines were strictly followed.

Supervisor Signature.....

Dr. Grace Alenoma

Date.....



ABSTRACT

The study sought to assess the role of head teachers in curriculum implementation in public basic schools in the Wa municipality with a view to finding out basic school administrators' engagements in monitoring the implementation of curriculum. The objectives of the study were to examine how head teachers evaluate teachers to check teaching and learning standards, avail teaching and learning materials, motivate teachers and find out the communication channels put in place in school. The study will be of benefit to policy makers in formulating future policies aimed at enhancing effective curriculum implementation. The review of literature related to this study was based on the following areas: Evaluation of teachers, teaching and learning materials, motivation of teachers, communication channels and delegation of duties. The study used mixed method design. The target population of the study comprised of all the 223 basic schools head teachers and teachers in the Wa municipality. The sample size comprises of 60 participants including 30 teachers and 30 head teachers. Purposive sample was used to select 30 schools and from which 30 head teachers were also purposively selected. Simple random sample was use to select 30 teachers from the 30 schools. Semi- structured interview was use to collect data from the participants. Data obtained was analyzed largely by sorting and ordering and presented using tables. The study established that most of the head teachers were rarely or never engaging in their roles on curriculum implementation. It was also established that teaching and learning resources in schools were available in schools but not adequate. The study concludes that, most head teachers in the sampled schools were not engaging in their roles properly in the curriculum implementation process and recommends that school heads should improve on; frequency of visiting lesson sessions, checking teachers lesson notes and students' assignments.



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Lastly, but most importantly, I would like to thank my family for their support and prayers that sustained me throughout this study.



DEDICATION

With support and encouragement, I again dedicate this intellectual piece to my family and love ones.



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CHAPTER ONE

GENERAL INTRODUCTION

1.0 INTRODUCTION

Successful implementation of curriculum requires understanding of the power relations, the traditions, roles and responsibilities of individuals in the school management system. The word implementation connotes operationalization of a well-articulated and well-intentioned ideas packed as theory. Hence to implement is to put to action packed ideas or theories into reality. Bush (2011) conceptualized the term implementation simply as a process of putting an agreed plan, decision, proposal, idea or policy into effect. It is the bedrock of any plan success or failure. It is the moving force of any plan without which a plan is only good wish or intention. On the other hand, the word curriculum in a formal setting can be seen as the planned learning experiences offered to the learner in school. Glesne (2004) conceived curriculum as all learning experiences a child has under the guidance of a teacher. But Offorma (2005) indicates curriculum is a programme which is made up of three components: programme of studies, programme of activities and programme of guidance. It is therefore the blue-print or instrument by which school seeks to translate the hope and values of the society in which it operates into concrete reality. This suggests that the realization of the goals of a society rest on successful implementation of curricula or school curriculum where the goals are embedded.

Curriculum implementation had been defined in different ways by different scholars. Gaba (2004) viewed curriculum implementation as the process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed. Mbiti (2003) asserts that the important aspect of educational administration has to do with curriculum implementation, it's the fulcrum of the educational process.



Okumbe (2001) described curriculum implementation as the translation of the objectives of the curriculum from paper to practice. Similarly, Ivowi (2008) sees curriculum implementation as the translation of “theory into practice”, or “proposal into action”. It is the actual engagement of learners with planned learning opportunities (Afangideh, 2009).

Thus, curriculum implementation could be viewed as actual carrying-out of societal culture and/or government policies spelt out in the curriculum. It is a stage in curriculum process when in the midst of learning activities, the teacher and learners are involved in negotiation aimed at promoting learning. This is the interactive stage of the curriculum process which takes place in the classroom through the combined effort of the teachers, learners, school administrators and parents. It also involves integration and application of physical facilities as well as adoption of appropriate pedagogical strategies and methods. The quality of curriculum implementation of any society is the bedrock of its political, economic, scientific and technological wellbeing (Fred, 2003). The school management is directly involved in curriculum implementation and supervision. This is the basic operation area of all school administration and administrators. Curriculum should be implemented in a piecemeal manner. Owen (1992) says all school managers must ensure that there is improvement in instruction by developing effective instructional leadership on the part of the headteacher. The headteacher must ensure that the educational objectives of their school and the means of achieving them are clearly spelt out by the professional staff. The headteacher must ensure effective teaching is observed in the school through regular supervision of classroom instruction (Olembo, 1975). Head teachers have a role to play in the selection and production of instructional materials for successful curriculum implementation. The success of every school curriculum design depends to a great



extent on the administration (Mbiti, 1999). As a school manager the headteacher should make teaching possible by stimulating desired changes in the professional behavior of the teachers. Effective instructional leadership demand that he or she must be a competent teacher and should keep abreast with recent developments in curriculum in general and instruction supervision in particular.

The twenty-first century has seen an increased acknowledgment of the significance of effective leadership, management and administration for the successful operation of educational institutions (Bush, 2011). This implies that the issue of leadership is very crucial in management and administration, since the art of leadership transcends all aspects of life (Ojo & Olaniyan, 2008). Yukl (2006) also indicated that leadership is the process of influencing others to understand and agree on what needs to be done and how to do it, as well as facilitating individual and collective efforts to accomplish shared objectives. This definition includes efforts not only to influence and facilitate current work of the group or organization, but also to ensure that it is prepared to meet future challenges. According to Robbins (2003) leadership is seen as a process of influencing a group towards the achievement of goals and the leader is the one who has the capacity to influence others and possesses managerial authority.

Educational leaders are considered as pillars of the educational system and also the major agents in the promotion of school effectiveness. Educational leadership therefore is a term applied to school administration that strives to create positive change in educational policies and processes since such leaders are trained to advance and improve educational institutions. Labels used in defining this field has evolved from 'educational administration' to 'educational management' and more recently, to 'educational leadership'.



Maintaining quality and standards in education depends largely on the extent to which heads of schools effectively carry out their leadership responsibilities (Orodho, 2009). School leaders administer their institutions with other teaching and non-teaching staff. Hence, they are considered the chief executives of their various educational institutions, and are responsible for whatever goes on in the schools (Oyedeji & Fasasi, 2006). Even though school leaders are held accountable for all that happens in their schools, they assign various duties to other staff members who could perform them. For Ojo and Olaniyan (2008), the role of the school head is seen in all facets of the general duties of school administration. School administrators are believed to possess leadership skills and knowledge for effective running of schools. As an administrator and leader, the school head has a key role to play in curriculum implementation and the outcome of the curriculum being implemented in schools is dependent on how this role is played. School leaders control human and material resources of the school, and their position is so important that the school cannot exist without it (Nevo, 1995). Thus, school leaders are seen as supervisors, managers, school climate developers and change facilitators.

Governments in all countries of the world strive to provide education to their citizens with the understanding that it is essential, not only for economic growth but also for social stability. UNESCO (1993) states that, under poor leadership and administration, children perform poorly in national examinations and leave pupil ill prepared, lacking necessary skills to thrive in difficult social and economic environment and the capacity to contribute effectively to society transformation. Babeveni (2006) point out that, incompetence among school heads is a big problem to the overall administration and management of education. Without proper leadership, which motivates others to accomplish their tasks effectively, effective curriculum implementation will be difficult



and hence high achievement in students' academic performance cannot be realized in basic schools even if schools have all the financial resources to excel.

In Ghana, basic education is the minimum period of schooling for children and the curriculum is developed in such a way that pupil can acquire basic literacy, numeracy and problem-solving skills as well as skills for creativity and healthy living. This makes the basic school curriculum important and must be implemented very well for a strong educational foundation of the child to be achieved. The administrative heads of basic schools in Ghana are referred to as head teachers who are expected to ensure that school and educational goals are achieved.

Since the inception of western type of education in Ghana, several attempts have been made to formulate policies in order to improve education practice. The problem facing the different levels of education is not the formulation of policy but the implementation. Even though large sums of money are spent on implementing new curriculum, several of these efforts have failed. The main reason for the failure is the lack of understanding of the culture of the school by both experts outside the school system and educators in the system (Alade, 2011). It is therefore important to investigate the curriculum implementation process and also re-assess the roles and responsibilities of school administrators as coordinators and focal points of curriculum implementation.

1.1 Statement of the problem

A major problem of the Ghanaian education industry is how to operationalize the well-intended and articulated curriculum via feasibility and full-scale implementation commitment. Maranga (1993) opined that in Ghana, a number of curriculum proposals or conceived curriculums have remained virtually inert in the sense that they were not



made functional. A curriculum may be beautifully planned but will be of no relevance if it is not implemented or poorly implemented.

In Ghana, there are beautifully planned and worthwhile curricula which have been crumbled and failed to produce the intended output due to improper implementation, a typical example is the national literacy acceleration program (NALAP 2010). Asiedu (1981), pointed out that no matter how well formulated a curriculum may be, its effective implementation is essential for achieving the desired goals of education. Oduro (2008) remarked that in Ghana, it is at the implementation stage that many excellent curriculum plans and other educational policies are marred. Writing on the failure of curriculum implementation in Ghana, Maranga (1993) maintains that curriculum with all its well-conceived goals is failing, largely as a result of implementation dormancy or fault. This scenario appears to be assuming the status of a national culture across every facet of Ghana educational system. The outcome of this trend is the bred of graduates of higher institution who are found to be grossly deficient in practical and professional competences (Bush, 2011). The result of this state of affair according to Afangideh (2009) is the production of half baked, ill-trained and sometimes confused graduates.

It is the curriculum management plan that provides the structure to ensure quality control of curriculum and instruction process. Schools have been established as the means through which teaching and learning takes place. Head teachers have been given the responsibility to provide instructional leadership to enhance quality in curriculum implementation in Ghana (Daramani, 2004). Education standards remain a great concern in developing countries and the standards are invariably connected to how curricula are implemented. Poor curriculum implementation is identified as one of the causes of poor performance of students (Ministry of Education, 2009) Data from the



Educational Management Information System (EMIS) indicates that B.E.C.E. examination results over the years in Wa municipality have been declining. With a pass rate reducing from 60% in 2010 to 42% in 2017. Fullan (1992) stated in his book *Quality Leadership*, “There is no doubt about the impact and importance of quality teaching when it comes to a child’s learning. However, if teaching is a ‘team game’ then the question needing to be asked is – how important is the captain’s role? Is the captain there for the tossing of the coin beforehand and to accept the cup if the team wins, or is the captain an influence on the players’ individual and collective performances” (p. 32-38). Ghana Education Service curriculum for Basic schools involves multiple subject structure at the basic level with a lot of extracurricular activities ranging from sports to culture. All of these are coordinated by the headteacher and yet little is known about how they operate to ensure successful implementation of school curriculum

Therefore, my study sought to fill this knowledge gap through assessing the roles and responsibilities of school administrators in curriculum implementation in public basic schools in the Wa municipality in the upper west region of Ghana.

1.2 Main research question

The main research question that guide this study is: what role do school administrators play in the curriculum implementation process in the Wa Municipality?

1.2.1 Specific research questions

From the main research question, the following specific questions are considered in the study

1. How often do head teachers evaluate teachers on the curriculum implemented in schools?



2. How adequate are teaching and learning materials in basic schools?
3. What do head teachers do to ensure the availability and use of teaching and learning materials in basic schools
4. What methods are employed by basic school administrators to motivate teachers in their implementation of school curriculum?
5. What channels of communication are used by head teachers and teachers in the implementation of curriculum in basic schools?

1.3 Main objective of the study

The main objective of this study is to establish the role of head teachers in curriculum implementation in basic schools in the Wa municipality, with a view to finding out how often head teachers evaluate teachers, provide adequate learning resources, motivate staff and the channels of communication used to enhance curriculum instruction.

1.3.1 Specific objectives of the study

The specific objectives of the study are to:

1. Examine how head teachers evaluate teachers on the curriculum implemented in schools
2. Assess the adequacy of teaching and learning materials in basic schools
3. Examine what head teachers do to ensure the availability and use of teaching and learning materials in basic schools
4. Explore methods of teacher motivation employed by school administrators in basic schools in their implementation of the school curriculum
5. Identify the channels of communication of head teachers and teachers in the implementation of the curriculum in basic schools.



1.4 Significance of the study

The study will contribute to the advancement of knowledge about the role of head teachers in managing curriculum implementation effectively. The study will be of immediate benefit to the Ministry of Education, Ghana education service and other NGOs in the formulation of future policies and curriculum implementation strategies aimed at enhancing curriculum and instructional management. The findings will also enable Ghana education service to improve the criteria for appointing basic school head teachers on competitive terms to manage curriculum and instructional delivery. The teachers of basic schools will also get to know the instructional role of their head teachers and adjust their roles accordingly. Also, it will help in coming up with methods of training head teachers and teachers to improve schools' supervision to enhance academic performance in national examinations.

1.5 Limitations of the Study

Marshall and Rossman (2006) indicated that all proposed research projects have limitations, none is perfectly designed. There are two main limitations of this study. First, is that the generalizability of findings is limited because of the largely qualitative nature of the study, as Yin (2003) points out that qualitative case studies, like experiments, are generalizable to theoretical propositions and not to populations or universes. On its own, the current study may be limited in its ability to be generalized to the wider population, however, when considered with other case studies it may contribute to making broader generalizations about improving the roles of head teachers in effective curriculum implementation.

Second, is the potential bias that the researcher may bring to data collection, analysis, and reporting. As the researcher has taught in basic school for almost ten years, there is a risk of those experiences predisposing him to possess certain views about the



phenomenon under investigation. However, the study employed a number of measures to minimize the risk of such bias interfering with data collection, analysis, and reporting. These measures are discussed in greater detail in Chapter three which focuses on research methodology.

1.6 Operational definition of terms

Academic performance - refers to the scholastic accomplishment of a student. This accomplishment is measured through continuous assessment conducted in subjects offered at school.

Administrator- is a person who ensures that an organization operates efficiently. In this study an administrator is define as a head teacher who ensures the management of a school

Role- is a part played by someone in an organization. In this study, role is defined as a function of the school administrator in ensuring effective curriculum implementation

Responsibility-a duty to be in charge of something or someone and make decisions and therefore be blamed if something bad happens.

Supervision - is an act by school administrators of managing, overseeing and giving direction to teachers. In this study; supervision means the act of ensuring that teaching and learning is taking place through checking that teachers attend all their lessons in time and well prepared.

Challenges – in this study, challenges mean the constraints which school administrators face While trying to implement curriculum.

Approaches- methods the school administrator uses to ensure that teaching and learning is taking place effectively



Curriculum - All that is planned to enable the learners acquire and develop the required knowledge, skills and attitudes under the auspices of the school.

Effectiveness - This means the extent to which the set goals or the objectives of the school program are accomplished.

Empowerment: - This is a process through which one can acquire knowledge skills and attitudes to critically analyze their situations and take appropriate action to improve their status.

Induction - Means providing the new employees with all the relevant information or details about school organization

Instruction - The conditions which can be implemented to foster the acquisition of competence.

Leadership: - Is the process through which a person tries to get organizational members to do something that should be done. Leadership can also be explained as the process of influencing individual or group activities toward the accomplishment of desired goals.

Management: - Is the process of working with and through others to effectively achieve organizational objectives or goals through efficient use of resources.

Performance appraisal - Is the name given to the regular formalized and record review of the way in which an individual is performing in his job.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains a review of the relevant literature pertaining to the research topic, it is organized into various sections which includes the following. Section 2.1 review literature on teacher evaluation methods, it is followed by section 2.2 which looks at literature on TLMs. Section 2.3 presents the literature on teacher motivation while section 2.4 assess literature on communication channels used in schools. The literature on curriculum is indicted in section 2.5 while section 2.6 explore the literature on Ghana's educational system. Academic performance literature on basic schools is indicated in section 2.7 and section 2.8 delve into literature on school administration. The chapter ends on section 2.9 which explain the theoretical and conceptual frameworks of the research.

2.1 Evaluation of teachers

Evaluation is defined by Wiles and Lovell (1975) as: the process of making judgements that are to be used as a basis for planning. It is a procedure for improving the product, the process and even the goals themselves. Evaluation is an important phase in group leadership. It is a procedure through which supervision can bring about group self-improvement. Nevo (1995) Observes that teacher evaluation is the process of describing and judging the merit and worth of teachers on the basis of their knowledge, skills, behaviour and the results of their teaching. Teacher evaluation is part of the life of teachers. It is an integral component in the life-cycle of teachers from the time they decide to join the profession through the process of training, their certification, their employment and their professional development.



The Ghana Education Service code of regulations for teachers (Republic of Ghana, 2005 p:15), states that, “each headteacher is required to submit an annual confidential report on each teacher in the school at least once a year in their assessments forms”

Without this type of evaluation, supervision will depend on personal opinions which can be very subjective. To avoid this, supervisors should be part and parcel of the evaluation procedure. This would ensure that evaluation is valid, reliable and objective.

Wanga (1984), emphasizing this point says that attempting to get feedback for improvement without evaluation, we depend upon personal opinion and biases. We must therefore ensure adequate, valid and criteria-based data and records are available.

Purposes of teacher evaluation according to Dull (1981) include: Helping teachers improve their teaching performance, selecting teachers for promotion, to supervisory or administrative positions, qualifying teachers for regular salary increment and selecting teachers to special recommendations.

Nevo (1995) in a similar study titled “the evaluation of teachers contribution towards curriculum implementation in elementary schools in New Papua” asserts that it is crucial that this use of teacher evaluation be conducted in a constructive and non-threatening way. Therefore, teachers should be encouraged to take initiatives in seeking and using evaluation for self-improvement rather than waiting for their principals to impose it on them. Dull (1981), opens his chapter on evaluation by grating a famous Indian prayer which says: “O great spirit grant me that I may not criticize my neighbor until I have walked a mile in his moccasins”. This means that before the headteacher make any value judgement about the teacher, he\she must have a criteria-based data to judge the teacher’s performance, this is possible through classroom observation. The headteacher should visit the classroom as a professional equal with the teacher. When the teacher is treated as leaner who does not know much by the headteacher, the teacher



becomes docile. This can and does lead to bitterness and often rebellion. Dull (1981) outlined some approaches to teacher evaluation. These include: Growth oriented as opposed to deficiency based, that is to say instead of being directed toward finding what is wrong with a teacher in order to justify dismissal, contemporary model are premised on such assumptions as the following: The vast majority of teachers have the ability, knowledge and skills to teach well and responsibly, most teachers want information about their behaviour and its possible consequences for students and colleagues, and most teachers want to change behaviour that are in conflict with basic educational values or are deemed inappropriate for the students involved. Instead of assuming that the headteacher can identify the effective and the ineffective teacher simply looking through the classroom door, head teachers now observe, the behaviour of both students and teachers, the culture of the classroom, the student outcomes both intended and unintended, in order to better understand what is and is not taking place and to make decisions about what should be changed. This represents a holistic and complex view of teachers and teaching as opposed to an atomistic and simplistic perspective that focuses on a teacher's personal attributes, classroom appearance or lesson plan. The holistic view incorporates the developmental needs of teachers within a multidimensional conceptualization of teaching that includes planning, preparation, evaluation, counselling instructional behaviour.

In evaluating the teaching competence of teachers, Wiles and Lovell (1975), says, in their article "the paradigms of teacher evaluation in contemporary times" for a valid evaluative judgement to be made many types of evidence concerning the work of the teacher must be collected from such areas as class observation, teachers formative evaluation records such as weekly quizzes, terminal tests, mid-year examination, pupils exercise books, sample of pupil's creative efforts and follow up records of poor pupils.



The head teachers needs to explain to the teacher the purpose of the classroom visits as that of enabling him/her to understand the educational programme. Chiemela (1982) emphasizes that when the headteacher observes the teaching learning process he/she should have specific items to observe like methods presentation, motivation for learning aids, student interest and attention, classroom atmosphere, because this ensures that the headteacher has a criterion for judging each area of the teacher's performance. Establishment of rapport with the teacher before class observation by such activities as making short visit to deliver materials, early announcement of the visit to the teacher, conference with the teacher following the classroom visit, and giving the teachers a copy of observation report.

Teacher evaluation can also be carried out through clinical supervision. According to Chiemele (1982) clinical supervision can be summarised into the following steps;

- i. Establishing teacher supervision relationship.
- ii. Planning with the teacher.
- iii. Planning the strategy for observation.
- iv. Observation of instruction and recording of events that take place.

All the foregoing literature indicates that for effective teacher evaluation to take place, the headteacher should carry out the following activities: Establish good relationship with the teacher, informing the teacher before seeing him /her teach in class the purpose and areas that you will supervise, observing the teachers' performance in class, meeting the teacher in a quiet place after observation to advice teacher accordingly. Noting the importance and strategies of teacher evaluation, Olembo (1992) contend that little is done by head teachers to evaluate teachers in their schools, this was supported by Bless and Smith (2000) when he described head teachers evaluation of teachers in Ghana as



a mere rhetoric. The study therefore sought to establish the role of head teachers in evaluating teachers to ensure effective curriculum implementation.

2.2 Teaching and learning materials

Kasambira (1993), in his article “the improvisation of teaching and learning materials” defines teaching aids as any kind of material whether Audio or Visual, used by the class teacher to improve the quality of teaching and learning. Literature is abundant which attempts to relate the concepts of teaching and learning materials and eventually on their overall influence on classroom management and effective curriculum implementation (Robert 1981). Orodho (2002) established that the challenges of availability and adequacy of learning resources was found to negatively affect teacher effectiveness in the use of teaching methods as well as focus on individual learner, hence fostering discipline and attainment of good academic results. Pollard (2002) say that in education area resources fall into two main categories: those used to provide support services such as the running costs of the buildings, administration and management and those for operational core of teaching and learning like physical or tangible resources. Mugenda (2003) writes that school teaching and learning resources include buildings particularly classrooms with lockable doors for storage of materials, teaching aids like textbooks, visuals aids and other scholastic materials. According to Todd (1978), at a bare minimum level, schooling would require a building; some provision for seating children, drinking water, and sanitation facilities, teaching material; teachers and provision for upgrading skills of teachers. Lack of any of these would render the schooling experience ineffective.

Farrell (2006) writes that a teaching and learning resource is any support material available for use by the teacher in the class and a reading material for children. Meddlewood (1997) contends that materials directly utilized in teaching and learning



are clearly classrooms and curriculum support resources (i.e. books, stationery materials and equipments, wall pictures, blackboards, audio-visual aids, globes, maps, atlases, concrete objects and classroom environment). UNESCO (1993) recommend audiovisual materials namely wall pictures, charts diagrams, films tape-recorders, maps, blackboards, projectors, motion pictures, television, radios and video. NCERT (2005) giving a more elaborate description of teaching and learning materials argues that teaching and learning materials appear in three types. The first type of instructional materials includes such objects and phenomena as minerals, rocks, raw materials; semi-finished and finished manufactured articles, and plant and animal specimens. Included among these materials are reagents and apparatus for producing chemical and other reactions and for demonstrating and studying such reactions during laboratory sessions. Also included in the first group are materials and equipment for students' expeditions and other travel, as well as supplies, instruments, and equipment for production training and for courses in drafting and the representational arts. Among such supplies, instruments, and equipment are wood, metal, plastic, and glass objects, measuring and monitoring instruments and equipment, equipment for the assembling and finishing of various products, and machines and machine tools. The second type of educational materials, that of representations of actual objects and phenomena, NCERT (2005) goes on to say that this category includes three-dimensional materials (castings, globes, and experimental models), two-dimensional materials (charts, pictures, photographs, maps, diagrams, and drawings), and audiovisual materials (motion pictures, film clips, filmstrips, slide sequences, transparencies, records and tape recordings, and radio and television broadcasts). Audiovisual materials, including the resources of films, radio, and television, help acquaint students with the achievements of modern science, technology, industry, and culture and with phenomena that are inaccessible to direct





observation. Audiovisual materials also acquaint students with early periods of history and with distant places in the world and in space. Such materials elucidate natural and social phenomena and enable students to study the inner world of matter and the internal motion of waves, elementary particles, atoms, molecules, and living cells. The third type of instructional materials, that of written descriptions, includes scientific, scholarly, reference, and methodological teaching aids, as well as textbooks, books of problems and exercises, books for recording scientific observations, laboratory manuals, manuals for production training, and programmed textbooks (NCERT, 2005). Another type of instructional materials is technological instructional media. Among these are equipment for the transmission and assimilation of information recorded on film or on phonograph recordings: film projectors, tape recorders, phonographs, and television sets. Monitoring devices include punched cards and various types of automatic apparatus. Teaching machines include language-laboratory machines, closed-circuit television systems, and computers (NCERT, 2005). With regard to the effects of resource availability on classroom management and content delivery, Ominde cited Wanga (1988) aver that teaching and learning resource availability helps teachers teach effectively in convenient and comfortable surroundings. The lack of physical resources inevitably hampers the teaching; depress the spirit of the children and the enthusiasm of the teachers. In a similar vein, Owen (1992) counsels that in order to improve the effectiveness of their teaching, teachers use techniques and tools like the simple tool as the blackboard and technology techniques and tools as experimentation in laboratories, drama classes in the school theatre, radio, television, video and audio cassettes and computers to supplement what they can do with their local resources.

The need for the availability of teaching and learning materials for teacher effective classroom management and content delivery is stressed by Owen (1992) as they



compare education to a motor-car industry. They say that like in motor-car industry teachers use techniques and tools to achieve their goals. These are like the simple tool as the blackboard and technology techniques and tools as experimentation in laboratories, drama classes in the school theatre, radio, television, video and audio cassettes and computers. Doll (1981) stresses the interrelation of teachers, teaching and learning resources and students in teaching and learning operational core of education. He says, “Teaching is a three-way relation between the teacher, the materials he/she is using and the students.” Providing sensory experiences for children in the classroom helps children learn better. In early grades, an opportunity for learning through manipulating objects pays dividends for internalizing knowledge by children (Best and Kahn, 1993). A famous child educationist named Best (1993) wrote extensively that many years ago several play way methods were used to weave knowledge into stories and games for primary school children, exposing children to real life situations where teacher creates a conducive learning environment and the children are motivated to create their own knowledge by exploring, analyzing and understanding. Ann (2010) in supporting earlier writers on the need for adequate teaching and learning materials in schools contend that in order to foster learning, the teacher should give the learners chance for practical work. In this respect, teachers should be availed with a wide range of materials, he advises teachers to allow children to make their own conclusion from their findings. Children should be let discover knowledge and answers to challenges in their daily lives. Of course, the practices mentioned above are possible with the availability of sufficient and adequate teaching and learning resources for teachers (Ann, 2010).

Resources help the teacher organize and manage the classroom environment as an efficient learning environment and thereby maximize engagement rates (Ayoo, 2002).

Dimmock (2011) claims that teaching and learning materials promote good preparation, smoothness and momentum lesson pacing and clarity about when and how students can get help and about what options are available when they finish. Atieno (2002) revealed that materials enable the teacher to bring into a classroom the situation which was impossible to being possible. He suggests a case in point where a teacher is teaching about irrigation scheme in hilly areas, hence by the use of these equipment's he brings the real situation of irrigation in the classroom just by the use of a screen which can show the pictures. According to Atieno (2002), the use of audio-visual aids like tape recorders, radios, television can enhance pupils' better understanding because they produce plays, speeches, music which can capture the pupils' attention.

Fullan (1992) is of the view that wall sheets including picture charts, diagrams, maps on which selected information is portrayed make pupils react easily and the effect of this is a visual impression of the pupils. The pictures represent subjects containing a lot of information that need to be disseminated to the pupils. It is this technique that helps a teacher illustrate and bring a sense of reality in classroom. Fullan (1992) also says that maps, atlases and globes are used in social sciences and help pupils master because they symbolize something that is real and at the same time do so in form of a summary of what would be taught to the pupils. The author adds that if such instruments are not available for teachers the possibility of pupils knowing geography would be limited, failure to have chance to know their geographical situation in one way or another affect their academic performance. In the same line of view, Esu and Umoru (2004) argument that the teaching/learning process has not to rely only on a lecture method with chalk, duster, and blackboard as in the traditional classroom teaching where there is hardly any scope for the children to interact with the teacher, teaching-learning materials and



the teaching learning environment, where teaching becomes very monotonous and students have to mostly rely on rote learning.

Fullant (1992), agreeing with the above writers added that textbooks and other teaching materials provide exercises and opportunities for the pupils to learn and later apply in their academic progress. Textbooks, according to him, are essential to teachers since teacher keep informed of what to teach and to pupils since it supplements on what a pupil has learnt in class. Hallinger (1998) confirms this position that concrete objects or material that a learner can touch, feel, hold or move create initiative to learn and it is due to this fact that teachers are encouraged to use them to make learning real and interesting. Analyzing teaching and learning resources, Glesne (2006) talks about live objects which help the teacher form the concept easily. He adds that actual objects which cannot be obtained because they are not available or too expensive can be illustrated by use of pictures models or diagrams, which needs teacher's creativity. It is reasonable that pictures basically contribute to an image which generates and help teachers form the concept which is desired for children. As a matter of exemplification, Glesne (2006) says that showing a picture of a desert to a child helps form a concept of a desert more easily than telling and describing the features of a desert in abstract. The idea is backed by Mbiti (1999) saying that it is by the use of demonstrative objects that the pupils can internalize what they are taught.

In the view of Gib and Marie (2018), to fully mobilize the enthusiasm of both teaching and learning, teaching information, organization and management, improve information exchange between teachers and students, the efficiency and quality, and thus truly both teaching and learning and promote the teaching means and methods of update, the diversification of the development of teaching style, the use of teaching and learning materials is a sine qua non of teaching and learning. Furthermore, Gib and



Marie (2018) emphasizes, education program cannot succeed without adequate facilities like classroom, textbooks to name just a few. He goes on to say that scientific laboratories and workshops need to be well equipped and supplied with consumables and provision must be made for proper maintenance of building and equipment. Institutions should operate with well-stocked and up-to-date libraries that have sufficient study space and that cater to the teaching and research needs of the various academic departments. The quality of education and teaching institution, Gib and Marie (2018) keeps on saying, is related to an extensive use of modern educational technologies, such as 'multi-media technology', 'network communication technology' and so on, which have increasingly become the quality of education and teaching the new 'growth points'. This study sought to find how adequate teaching/learning resources are provided by head teachers to enhance the quality of teaching/learning.

2.3 Motivation of teachers

Teachers occupy such a central and significant position in our education system that their attitude and morale is a major concern not only to education authorities but also to the general public. Being critical classroom facilitators and curriculum implementers, they are key determinants of education quality (Republic of Kenya, 2005). Teachers interpret educational philosophy and objectives. They select knowledge and skills and impart them to students. Therefore, no country can afford to underscore this fountain-head of her educational structure and still hope to improve the quality and quantity of the education system (Republic of Kenya, 1976). Motivation is a very important aspect in the life of any organization where results are valued. In a school it is not only important to students but also the staff members, whether directly or indirectly. It is important that instructional supervisors be well grouped in the psychology of motivation. Motivation according to D'Souza (2003) involve ensuring an open



organizational climate, which is supportive, considerate, provide satisfying and relevant job distribution, provide consultative and co-operative decision making and is open to change. D'Souza (2003) further observes that highly productive leaders spend more time than others motivating their employees, providing structure, keeping employees informed, getting ideas and suggestions on important matters before going ahead training employees for more responsibilities.

According to Emerson (1993) teachers are motivated when they have: A feeling of acceptance and inclusion, opportunity for personal growth, recognition of achievement, an awareness of being needed, and opportunities to influence events, a sense of ownership UNESCO (1993) observes that staff members will perform effectively when they are assured of: Salary, job Security, regular consultation with the head, their work being appreciated, fact full discipline and when they receive sympathetic help when dealing with problems. Some of the ways in which a headteacher can meet his staff motivational needs according to the Ministry of Education (1999) Ghana include:

- Giving teachers a chance to attend in- service training and other activities
- Delegating important responsibilities such as chairing subject panels
- Inviting role models to talk to teachers, students and supportive staff

To foster motivation, therefore, a facilitating environment must be created. This often requires affirmative action by the senior management team to engender the required climate. According to Emerson (1993) the headteacher should strive to encourage collegiality and develop confidence and self-respect among staff. With the importance and various ways of motivating teachers outline by earlier studies, this study will seek



to establish methods used by head teachers to motivate staff in their schools towards the implementation of curriculum.

2.3.1 Delegation of duties

Fullan (1992) explained that Instructional leadership means working with teachers and non-teaching staff to decide on the most important needs of the school. He further clarifies that; delegation is an aspect of time management. It amounts to the advice to try not to do anything that someone else in the school can do, because head teachers need to spend their time on what others in the school are not in a position to do. The headteacher job is to ensure things get done, not to do them, all himself or herself. Otherwise the whole day would be spent running around with nothing to show for the effort, except stress and with no sense of accomplishment, other than short-term survival. Successful schools are characterised by headteacher who support and stimulate initiatives taking by others, who set up cross-hierarchical steering group consisting of teachers, and sometimes students and who delegate authority and resources to the steering group, when maintaining active involvement in or liaison with the group Sekyere (2015).

Fullan further asserts that people become empowered when they count on the support of the boss, can make or influence, decisions affecting them and have access to information and resources enabling them to implement decision. The increasing size and complexity of organization have made it quite evident that one person at the apex of administration pyramid cannot continue to assume more and more responsibilities hence delegation functions must be exercised. Owen (1992) observes that, a school is as good as its management that goes beyond the head into the area of sharing, where other partners need to know, to agree and to criticise. Headteacher should delegate for the following reasons:



- In order to provide for the efficient working of the school
- To free oneself for the complex issues
- To create more time for problems which demand the personal attention of the head.

Hughes (2002), is of the notion that, the headteacher is ultimately responsible for every aspect of school life, he/she must ensure that each task is adequately covered, that all areas of responsibility are clearly defined and that line of communication are established in order to ensure that the headteacher is always well informed and the staff and the pupil are not left in small pockets of isolation. It is essential that areas of responsibilities are clearly defined and understood, and this is of paramount important to members of the staff performing new roles. It is important to ensure that no member of staff opts out of responsibility because he/she thinks that, there are plenty of others to do the job for him or her.

Eye (1995), stress that, if delegation has to succeed, the headteacher must be prepared to trust those to whom he/she has given responsibility, must allow them to make decision which he/she must support, and efficient system of communication must therefore be established. The one delegated has to realize his/her importance as a member of staff in maintaining the standards of conduct and discipline expected by the school. As the Head delegate duties and responsibility, the function must be closely related to their professional preparation and experience. Eye (1995), asserts that it is the responsibility of the headteacher to provide those working conditions which include primarily the assignment to posts where the expectation is appropriate to the talents of the person placed in those positions. Therefore, the study will seek to find out how



head teachers delegate duties in their schools towards effective curriculum implementation.

2.3.2 In-service training

Olembo, (1992), defines in-service teacher education as, all those planned courses and activities in which a serving teacher, headteacher, school inspector may participate for the purpose of improving his/her instructional or professional knowledge, interest and skills. He further summarises the purpose of in-service as follows; Acquisition of new knowledge and new skills for the purpose of empowerment, consolidation and better understanding of existing curriculum, updating teachers in new curriculum, and identified problems existing in the curriculum such as:

- Preparation for new roles
- Preparation for working in new areas, levels and new teaching apparatus
- Re-orientation of former teachers
- Improvement of public image towards teachers

In-service teacher education shows explicitly, that the education of teachers does not end with the award of a degree, a diploma or a certificate at the end of initial training. It further shows that a single course of pre-service teacher education, however long it lasts, and however excellent it may be, can no longer suffice in the face of many major changes taking place in education. Education preparedness refers to the pre-service and in-service academic or professional preparation specifically designed to help supervisors in their job as school administrators and supervisors. Pricilla and Keri (2004). Maranga (1993), in discussing guidelines for training educational supervisors in Kenya made some important observations that lack of training is one factor which contributes to lack of effective and efficient performance of supervisory roles, and



improvement of educational activities is difficult, if not impossible, without corresponding improvement in the quality of supervision.

Under the current rapid quantitative development of education, improvement of quality of education is impossible without continuous expert guidance of head teachers in the effective handling of numerous instructional problems Tindail (1973). He posits further that the headteacher needs academic and professional training as administrators and supervisors because it provides theory and practice necessary in carrying out their tasks of curriculum and instruction management. In the absence of such knowledge, headteacher would pick up methods through blind trial and error.

Maranga (1993) was also treading on the same line but warned in the following statement. “We cannot allow supervisory functions to be acquired through trial and error; there appear to be a pressing need for supervisory training, the functions of supervision are too critical to leave to trial and error. Learning systematic instruction is fundamental in supervision and warrants a high place in any list of training requirements” Maranga (1993, p. 39). Olembo (1975) amplifies the need for training when he gives a rationale for professional development for head teachers as summarised below:

- The public has invested a lot of money in the education of young people in this country.
- The increase in student population.
- The increase in number of the teaching staff
- The nation and individual citizen expectation from educational system are greater and more complicated.



He further observes that in view of the continuous innovation, and development of teaching knowledge and the constant change taking place within education systems, it does not seem possible to equip the teacher trainee during the short years of pre-service training with all the knowledge and skills required for an entire professional life and thus the need for in-service. According to Emerson (1993), head teachers are often heard to say, that their teachers are the most valuable resources. It is necessary, surely, to provide planned opportunities to develop that resource so that it can become even more effective. Professional development does not just end with the headteacher,

Serena (2009) observes that, the teacher is the central figure in curriculum and school development. There can be no development without the development of the teacher. A teacher who is not growing professionally is unlikely to make significant development improvement in the classroom programmes. If education is to meet both the rapid requirement of the demand for new curriculum and methods of teaching, there is urgent need for a comprehensive policy that will consider the ways and the means of increasing the supply of teachers and renewing their skills, in such a way as to face the challenges of changing needs. Wallis (1998) observes that the headteacher must accept accountability over all training, this may involve targeting training priorities, making time and resources available for training.

2.4 Communication channels

D'Souza (1994) defines communication as the exchange of information involving mutual understanding. It is a common human activity whereby thoughts and feelings are exchanged constantly as interactions take place. Good management practice requires headteacher to act and disseminate information promptly to avoid breakdown of communication. The headteacher should ensure good communication so that the teachers are fully informed of what is going on in the school. Dull (1981) says that



communication is very important to supervisory personnel because they spend a large portion of their time talking to colleagues, dictating letters, participating in meetings, consulting with parents and other community people, providing news releases and preparing reports. The manager should develop and maintain a system of communication that provide for an upward flow to benefit decision making, a downward flow to benefit the implementation of policy, and a horizontal flow to facilitate coordination of all departments of the organization. Mkpa (2005) remarked that in Ghana, it is at the implementation stage that many excellent curriculum plans and other educational policies are marred and this is largely attributed to communication challenges, hence the need to assess the channels of communication used by head teachers and teachers towards effective curriculum implementation.

Emerson (1993) observes that successful communication requires that every member of the organization has all the information required, at the appropriate time in order to undertake their duties. However successful communication demands that all members shall have the opportunity to question, comment, inform and engage. Staff relations are influenced by communication, failure to inform staff members can lead to misunderstanding, false rumours and confusion. If the staff members are not informed by leaders about matters that affect their work, they make their own assumptions or turn to outside sources. UNESCO (1993) recorded that the head teachers require both oral and written communication skills in order to communicate effectively to all stake holders at different times. Effective communication helps to control behaviour. It provides feedback to the personnel on how to improve. It facilitates decision making and fulfil the social need of expression of feelings. Anderson (2002) commenting on Emerson work opines that much is still not known about the communication skills of



head teachers and teachers that aid effective communication of curriculum implementation in Ghana.

Oral communication can be done in assemblies, while written communication can be done through proposals, report, minutes, internal memo and correspondence, newsletter, suggestion box, fax, telex etc. D^o Souza (1994) describes that to ensure effective communication, the head should ensure clarity of information and courteous language. He/she should choose an adequate channel to communicate and communicate in time for the appropriate response. He/she should also provide a proper atmosphere for feedback.

Owen (1992) further adds that notice-boards need to be large enough to hold notices, and divide into sections so that staff knows where to look to find the information they need, including the section marked “Urgent”! Memos from Head and deputy head can be printed on different coloured paper, to make them easier to distinguish. In the same manner, Wiles and Bondi (2007) clarifies that the larger the school, the more imperative it is to make sure that any changes in routine are notified through the proper channels.

When pupils are taken on an educational visit, staff otherwise concerned in teaching them need to know, as it does not promote good staff relations to race from a considerable distance away to take a class that could be visiting the Airport, nor does the matron take kindly to having thirty surplus lunches. Time-table changes must be kept up to date so that one can be sure of finding Miss X in room 15 if that is where the time-table says she is, instead of any one of the other rooms scattered over the compound.

Pupil too need to be informed and involved in the affairs of the school as indicated by Wiles & Bondi (2007), when they report that the headgirl and headboy, usually meet



frequently with the senior master/mistress/or deputy head, and at regular intervals with house captains and sports captains. Those holding house responsibilities consult regularly with heads of houses. Pupils throughout the school meet and communicate with each other in a variety of ways. Owen (1992) further asserts that the delegation of responsibility should leave the Head free to attend to staff problems, to move about the school sensing the atmosphere, to be seen to be available. Walker (2004) then noted that, far from being dehumanized or remote, if the chain of communication is working efficiently, he/she should be relieved of the burden of administration in order to be seen and known as a person, not dismissed as a mere business manager. The study therefore sought to find out channels of communication used by head teachers to communicate information on curriculum implementation.

2.5 Curriculum

Different terms have been used by different authors in defining the notion of curriculum, however, as Anderson (2002) point out in his book, the notion of curriculum page 72, that many scholars distinguish three levels or kind of curriculum. First, is the official or intended curriculum, that which is planned in formal curriculum documents such as subject syllabi. Second, is the enacted curriculum, that which is actually taught or implemented. Third, is the attained or achieved curriculum that which is experienced by the students or what they have learned. According to Baffour (2011), curriculum can be defined as prescriptive, descriptive or both. Prescriptive curriculum is concerned with what ought to be taught and often takes the form of, for example, a plan or an integrated program. Descriptive curriculum is about the experienced curriculum, which Millete (1988) assert provides insights into the curriculum in action, that is what is taught or enacted curriculum.



Furthermore, the notions of prescriptive and descriptive curriculum suggest that the planned curriculum can be different from what is experienced (Millete, 1988). It can be argued that the prescriptive curriculum concurs with what Anderson (2002) has described as the official or intended curriculum, and descriptive curriculum mirrors Anderson (2002) description of attained or achieved curriculum.

Curriculum is also defined as “the knowledge, skills and values that children are meant to acquire in educational establishments” (Okumbe, 2001). National Early Childhood Education and Care (ECEC) describes curriculum as the aspirations of a country for services that will enhance children's development and support families and communities. An ‘implemented’ ECEC curriculum (which includes those aspects which are implicit rather than explicit) also covers developmental care, interactions, children’s learning experiences and supportive assessment. The implemented curriculum is rarely set out in formal documentation. However, it is the implemented curriculum that describes the ECEC provision that advances all young children’s personal and social development, their learning and prepares them for life and citizenship in their society (CARE consortium, 2016). The formal curriculum of schools encompasses the planned teaching and learning opportunities for the classroom (UNESCO-IBE, 2016). It has to serve at least two purposes: (i) it has to embody all the knowledge, skills and values which a country wishes its young people to acquire; and (ii) it has to provide quality education for students, both in terms of the level of engagement it generates and the outcomes it produces. An inclusive curriculum is adapted to the various needs of the learners and has embedded the universal human right to education for all (European Commission, 2016). According to UNESCO-IBE (2016), curriculum is the central means through which the principle of inclusion is put into action within an education system. UNESCO-IBE stresses that an inclusive



curriculum needs to be: (i) structured and yet capable of being taught in such a way that all students can participate; (ii) underpinned by a model of learning which itself is inclusive - therefore, it needs to accommodate a range of learning styles and to emphasize skills and knowledge that are relevant to students; (iii) sufficiently flexible for responding to the needs of particular students, communities and religious, linguistic, ethnic or other groups - it cannot be rigidly prescribed at national or central level; (iv) structured around varying levels of entry skills, so that progress can be assessed in ways that allow all students to experience success.

According to Pollard (2002), the more specific the curriculum, the more control the curriculum implies. Pollard (2002) outlines a number of concepts of curriculum, namely scope and sequence; syllabus; content outline; standards; textbooks; course of study; and planned experiences. Each concept is said to have different consequences in terms of accountability (Pollard, 2002). For example, if a school board determines that a curriculum consists of a set of standards, then the school board expects teachers to teach in such a way as to achieve those standards. In this instance, the board is holding teachers accountable for outcomes but not for methods. Pollard (2002) further asserts that no definition of curriculum is ethically or politically neutral and that different definitions lead to different conclusions about who should prescribe and control various aspects of education.

At the school level, curriculum policies may specify certain guidelines to inform subject departments in making decisions about courses of study and planned experiences. At the department and/or classroom level, the finer grain decisions about courses of study and planned experiences are made. It can be seen that control over the curriculum can exist at various levels and these are likely to affect the implementation of the Curriculum and how school leaders lead this implementation.



2.5.1 Curriculum implementation

Definition of Curriculum Implementation Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. Viewed from this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational programme, is put into effect. Putting the curriculum into operation requires an implementing agent. Stenhouse (2000) identifies the teacher as the agent in the curriculum implementation process. She argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when the teacher-constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interact with the learner. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students

2.5.2 Approaches to curriculum implementation

A review of three approaches to curriculum implementation is presented in this section. It further provides a context for understanding the implementation of Ghana Curriculum and the factors which may affect school leaders' efforts in implementing this curriculum. These approaches are top-down, bottom-up, and partnerships.



The top-down approach (Sherman, Bohlander and Neil, 1996) is characterized by curriculum implementation that is centrally driven. This approach can be traced back to the 1960s and 1970s during which time attempts at curriculum in the United Kingdom and North America involved a set of curriculum materials or texts produced by specialized curriculum writers removed from the schools (Alade, 2011). Subsequently, these curriculum packages were referred to as ‘teacher-proof’ ((Alade, 2011, p. 140). Alade, (2011) states that in this context, the purposes of the school, and the teacher, were to play a subsidiary role to those of educational administrators and their discipline-based curriculum writers.

More specifically, there was a difference between the official curriculum and the enacted curriculum (Ayoo, 2002). Alade, (2011) states that “curriculum innovations were invariably transformed between concept and implementation, and local forces, including the teacher and the school environment, played a key role in the apparent gap between conception and practice” (p. 141). Top-down approaches to curriculum implementation tend to marginalize teachers within the change process and this contributes to their failure (Babeveni, 2006). Teachers tend to adapt the official curriculum rather than adopt it (Bless and Smith, 2000). This may reflect their assessment of the worth of the prescribed curriculum and that they do not share the goals of the curriculum developers, or that their interpretation of the official curriculum deviates from that of the developers. This also suggests that the role of teachers within the change process is overlooked by top-down approaches. Michael (2008) emphasizes the importance of the role that teachers play in curriculum implementation and asserts that carefully planned curriculum and development mean very little if teachers are not aware of the product and do not have the capacity or skills to implement the curriculum





Given the disadvantages of top-down approaches to curriculum reforms, researchers have advocated a different approach that places the role of teachers as central in curriculum implementation, as well as the need for teachers to on aspects of the changes that were sought (Alade, 2011). Consequently, bottom-up approaches to curriculum reform such as school-based curriculum implementation emerged during the 1970s and 1980s, which located schools and teachers as the centre of curriculum implementation efforts (Alade, 2011). However, the effectiveness of school-based curriculum development was limited. Alade, (2011) highlights that the outcomes of this approach to curriculum reform included less demanding, poorly resourced and loosely assessed curricula, particularly in many states of Australia and in the United States of America. Research during the 1980s and 1990s which critiqued and reassessed school-based strategies drew attention to the problematic nature of the teacher's role as the change agent and reported differences still occurring between formal documents of curriculum development and its practice in classrooms (Alade, 2011). Furthermore, there was a failure to connect with the central education authority even when school-based curriculum initiatives were successful (Fullan, 1999).

However, like the top-down down approaches, bottom-up approaches were not without their own set of problems. As well intentioned as they seem in emphasizing the significance of the role of the teacher in curriculum development and implementation, it is argued that this model of curriculum reform failed to attend to other facets of teaching and learning to maximise its effectiveness, such as the provisions of adequate resources. fullan (1999) highlights that some realities of teaching also impeded the effective implementation of school-based initiatives, such as the movement of teachers and the lack of capacity of teachers in curriculum implementation, as well as a lack of incentives for participating in such initiatives. The bottom-up model of curriculum

reform also isolated key players, such as school leaders, whose formal authority may assist the institutionalization of such school-based initiatives (Booth, 1996)

Per the limitations of top-down and bottom-up approaches to curriculum implementation, partnership approaches to curriculum implementation evolved. These are characterized by collaborative relationships between administrators, curriculum developers, professional associations, researchers, teacher educators, teachers and parents (Alade, 2011). This model of curriculum implementation requires the efforts of several units of change interacting with each other. Booth (1996) have noted that top-down strategies to curriculum implementation require bottom-up participation to be effective, whereby the roles of state, district and school are complementary. Partnership approaches to curriculum reforms arguably draw on features of top-down and bottom-up approaches. Fullan (1999) contends that drawing on both top-down and bottom-up strategies to curriculum reform is necessary to effectively implement curriculum.

2.6 Nature of Ghana Education system and curriculum

The education system of Ghana has its curriculum structured seeking to achieve the educational goals of the country, it has 2 years in kindergarten, 6 years of primary education, 3 years of Junior Secondary School, 3 years of Senior Secondary School and 4 years University course. Students who successfully pass the Senior Secondary School Certificate examination can also follow courses at a Polytechnic, Teachers Training College or other tertiary institutions. As mentioned earlier, the first 11 years of basic education is free and compulsory. Basic education is designed to expose children to a wide variety of ideas and skills and install attitudes that will help them cope creatively with their environment and stimulate them to be an asset to the country. Sekyere (2015)



in his research, the relationship between structure and objective of basic education in Ghana

Ghana's curriculum is developed by the curriculum research and development division (CRDD) now National Council for Curriculum and Assessment (NaCCA). The curriculum used in schools is work-oriented. The kindergarten level curriculum is based mainly on the development of literacy and numeracy skills. The Primary School level curriculum consists of English, Ghanaian language and Culture, Mathematics, Environmental studies, citizenship education, Integrated Science, Religious and Moral Education, creative arts and physical activities such as Music, Dance and Physical Education. The Junior Secondary School level makes a distinction between Agricultural and General science and incorporates subjects such as Pre- vocational Skills and Pre-technical skills. Also, Social Studies and French as a 3rd language are added.

Currently, basic schools with the exception of KG, spent a total of eight contact hours in school with nine lessons a day totaling 45 lessons a week, with English and Mathematics being allocated the most periods in the week, a period last for 30 minutes in primary while 35 minutes in junior high schools. Pupil are given two break periods within the day to refresh themselves.

The development of Ghana's Curriculum can be said to be more of the official or prescriptive curriculum, because the development of this curriculum thus far has been focused on prescribing curriculum content, which is being formalized in official syllabi documents. Sekyere (2015).

In summary, the literature reviewed here has suggested some potential concerns with the implementation of the Curriculum. These concerns question the readiness of school



leaders and teachers to effectively implement the Curriculum. At present, the literature relating to how school leaders lead the implementation of the Curriculum appears to be scarce. Whilst the studies by Dimmock (2011) and Willis and Bondi (2007) have focused on the implementation of the Ghana's Curriculum, they have not investigated the role of leadership of schools in the actual implementation of this curriculum. This study seeks to fill this gap in the literature.

It should be noted that a new curriculum for basic schools is drafted and expected to be implemented in September 2019.

2.7 Academic performance

Basic Education Certificate Examination (BECE) is the main initial formal examination that primary aged children sit in Ghana. The BECE results are normally used for certification and selection of the pupils at the basic school level, and also to determine how a child should progress in to second cycle schools GES (2010). The BECE therefore provides an excellent opportunity to assess the performance of the basic school system (Oduro,2008). This form of examination helps to determine the individual's academic ability and further reveals how this skill should be progressed on their next stage of educational career.

For about a decade now almost 40% of all the pupils who write BECE nationwide do not get admission into second cycle institutions due to poor academic performance (CSSPS, 2016). In the year 2008, the number of candidates who sat for BECE was 338,292 nationwide and the number that obtained the qualified grades for placement into second cycle institutions was 210,282, representing 62.16% of the total number of candidates. The number that sat in 2009 was 395, 649 and those qualified for placement into second cycle schools was 198,642 representing only 50.21% of the graduates



(CSSPS, 2016). The trend of performance of the candidates at the BECE in percentage terms continued to dwindle nationwide in 2016 at 49.12% and 2017, 46.93% respectively (CSSPS, 2016).

The poor examination results is a nationwide phenomenon, but the degree of failure varies among the regions and districts with some district schools scoring as low as zero percent at the BECE. GES (2015). What the zero percent means is that none of the candidates registered for the examination got the aggregate that qualifies him/her into any second cycle institution. (Ministry of Education, (2009). Data from the Educational Management Information System (EMIS) in upper west region indicates that B.E.C.E. examination results over the years in Wa municipality have been declining. The municipality pass rate of 61% in 2002 has decline to 47% in 2011 and further to 12.6% in 2016.

Data from Wa municipal Education Directorate showed that the pupil in the municipality over the years have been recording poor BECE results. The overall pass rate of pupil in BECE in the municipality who qualified for placement into second cycle institutions in 2012 was 40%. In 2013 academic year, a total of 3,881 pupils, comprising 2,290 boys and 1,591 girls were registered for the BECE in the municipality. Out of this number, those who had aggregate six were only five, those with aggregate seven to fifteen were 93 and those with aggregate sixteen to 24 were 421. Again, those who obtained an aggregate between 24 and 31 were 745 and those who had aggregate 31 and above were 2,617 (Wa Municipal Education Directorate, 2014). These statistics mean that the percentage of the pupils in the Municipality who obtained the qualified grades for placement into secondary schools in 2013 was only 33%. The poor performance of pupil in the Municipality is both consistent and persistent from year to year.



2.8 School administration

The concept of School administration is a widespread topic of concern and has been conceptualized in diverse perspectives. According to Chiemela (1982) school administration is a social process concerned with identifying, maintaining, stimulating, controlling and unifying, formally and informally organized human and material energies within an interpreted system while Fred (2003) in his view define School administration as a concept involving all the processes through which resources are mobilized in educational institutions to accomplish the goals of education. It is a process of mobilizing school resources towards achievement of desirable educational goals. School administration is an activity process that requires expertise and training in educational principles and practices in ensuring proper management of schools' general activities for achieving result in education. Fred (2003) holds the view which differs a bit from that express by Okendu, to him School administration is the implementation and facilitation of the programmes and management of the school resources for the achievement of school objectives. Summarily, Ojo (1999) towed the line of Fred and posit that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examination, resource allocation, costing and forward planning, staff appraisal, relationship with community, use of the practice necessary for the surviving the policies of the organization such as decision making, negotiation, bargaining, communication, conflict handling, running meeting and so on. The task of the school head is; interpreting policy, executing curriculum programmes, seeing to student's welfare, provision and maintenance of equipment's and facilities, inducting and retraining of staff and maintaining an effective school – community relationship (D'Souza, 2003).



School administration is especially concerned with students, teachers, rules and regulations, and policies governing the school system Daramanu (2004). Overall, the school administrator oversees the effectiveness of the day to day activities of the school. This implies that for effectiveness, school administrators must be trained on the principles and practice of education so as to have an in-depth knowledge of the basic classroom management and instructional methods which always form the foundation for student's excellent academic performance and achievement, Walls (2000).

2.8.1 Functions of school administrators

School administrator desires to be trained on educational management concepts that provide administrative skills that model behaviors and motivation in achieving academic goals and qualitative service delivery, Walls (2000). The School Administrator has the responsibility of ensuring that the establishment procedures and structures help the school to achieve its objectives, Robert (1981). Olembo (2005) in concurring with Wall (2000) added that the image of a modern school administrator is characterized by certain important leadership qualities, this he outlines as professional competency, self-confidence, sociability, moral integrity, humility, modesty and sound health among others.

Functions of School Administrators as espoused by Kasambira (1993) highlighted that the functions of a School Administrator are not restricted to mere controlling the staff of the school, its finances and curriculum and management, but includes other functions as indicated below: (i) Supervision/inspection of instructional activities in the school system to ensure that the proper pedagogic techniques are used in the instructional process. (ii) Maintaining peaceful co-existence between the school, the community, relevant stakeholders and external agencies so as to boost the interrelationship between the school and the society. (iii) Influencing and modifying staff and student's behavior



to yield the desired outcome in conformity with the expectation of the school and society. (iv) Evaluating the effectiveness and efficiency of the school in utilizing the available resources to achieve maximum result thereby stimulating productivity and reducing wastages. (v) Taking remedial action if the objectives are not being met by ensuring that non-conformities are timely identified, sanctioned and corrected appropriately through improvising and the application of the required tactical and technical inputs to ensure that the educational goals are achieved.

The work of Usman (2014) is further given credence by earlier studies conducted by Wiles and Bondi (2007), who identified that educational administrators help to ensure the efficient and cost-effective running of basic, second cycle, higher, further, tertiary and private educational institutions through a range of secretarial, administrative, supportive and financial tasks. Education administrators often work within the central administrative (Academic Registrars) department and for individual faculties, departments and sections of universities and colleges of further and higher education and most especially in basic schools. There is no 'typical' job profile: administrators may have student recruitment, funding, quality assurance, marketing, or public relations roles, or they may be responsible for budgetary/financial administration, project management or human resources management including supervisory roles (Wiles & Bondi, 2007).

Also in a similar vein, Beach (2004), was more general to include the whole concept of leadership and attested to the fact that for any organization to be able to live up to standard and drive home its set objectives there is every need for vibrant and effective leadership but went further to add that socio-economic and political development of every nation depends on the level of successful education. It is therefore imperative that a close attention is paid to the roles educational administrators play in this domain



(Beach, 2004). Additionally, Hughes (2013) contend that the roles and responsibilities in the implementation of curriculum leading to the achievement of national objectives by basic school administrators include both academic and administrative ones. As a result, Sekyere (2015) in a more focus outlook expresses the need for basic school administrators to be appointed based on their field of studies but most importantly they should have a fair idea of educational theory and practices pertaining to the level of their appointments. They must also be good administrators, managers and organizers to enable them discharge their duties meticulously Musgrove (2000). Musgrove (2000), added that the administrative duties of school administrators, unlike those of teachers and inspectors, involve wider aspects than purely educational and curricular problems. He further advanced that it is crystal clear that, at the basic school level, administrators have the first step in educational planning in all its forms, to include program planning, personnel deployment, finance and budgeting, evaluation and decision-making. They also have the first step in the administrative hierarchy involving the implementation and servicing of policy decision and their management.

Similarly, Ann et al. (2010), analyzing the roles school administrators play in the education of Gaunte province in Kenya outline the roles and responsibilities of educational administrators as enormous such as playing the executive and supervisory official role of the school, ultimately responsible for the day to day management and operations of the school in line with GES codes and ethics regulating the service and School Management Committee policies, he/she supervises the effective and efficient implementation of the educational and instructional programs in compliance with local community, district or regional and national plan and policies for education. They are often task with developing annual goals and strategic plan for the schools that they man and exercise authority over the behavior and conduct of pupils, professional and non-



professional employees, visitors, and any other persons using the school, participates in the formulation of changing of policies and administrative regulations related to the operation of the school in conjunction with the Parents Teachers Association (PTA) and SMC. They continued that, other roles they played includes preparing or supervising the creation of all reports, records, and other paperwork as required by the School Committee, the State Department of Education, and the Government policies on Education, or paperwork that may be appropriate to the school's administration. Keeps their circuit supervisors informed, and advises, assists, and works cooperatively with the circuit supervisors and all other central office staff in school-related matters. Attend administrative staff meetings and School Committee meetings, upon request of the circuit supervisors and or District Director of Education (DDE) and other appropriate professional meetings.

Moreover, Dimmock and Goh (2011) in line with Ann et al. (2010), stated that, it is evident that headmasters need to be explicit about schools' strategic plan so that teachers are made aware of it and be involved actively in achieving the vision and mission of the plan. Headmasters need to be aware of the strategies employed by teachers in discharging their duties, teachers need to be given incentives, or recognition for their efforts in making teaching and learning as part of their teaching repertoire. Administrators therefore need to analyze teachers' requirements, either in the form of funds or resources that are needed to support teachers' efforts at the implementation stage, this supportive role of administrators in curriculum implementation plan needs to be actively endorsed by policy makers within the ministry. Other supportive mechanisms pertaining to curriculum implementation include professional staff development and sustained consultations in curbing challenges that are common denominators. (Dimmock & Goh, 2011).



Furthermore, Dimmock & Goh (2011) researching into how school administrators affect student learning, observed that administrators perform roles in helping teachers improve their teaching, using data to review and refine the instructional program, and ensuring that the school is kept clean and safe.

To round it off on the roles and functions of the basic school administrator, Sekyere (2015), outlined the factors that influence the administrative and managerial ability of a head of an institution. These include his sources and usage of power such as legitimate power; which is the power that bestows on him/her by the virtue of his/her appointment to the rank. Coercive Power; this takes the form of threatening to punish a subordinate by withholding some of his/her privileges and other entitlements. Reward Power; which has to do with the ability of the head to give his/her subordinates the things they need which intends motivates and stimulates them to give up their best to maximizes performance and or achieving set goals (Sekyere, 2015).The research focus will therefore be to explicitly study and come out with the specific roles that head teachers are expected to play towards effective curriculum implementation in Ghana.



2.8.2 Appointment, Qualifications and Training of Heads of Schools.

Different criteria are used for recruiting and selecting head teachers in different countries. Sekyere (2015). Having a structured approach to appointment of head teachers has the tendency to increase validity of recruitment and selection of school leaders (Sekyere, 2015). Meddlewood (1997) notes that the authority for appointing head teachers in Ghana is vested with the Directors of Education (DoE) of various districts, although they manage education with the support of the Assistant Directors in charge of specific schedules and the regional managers of education units of religious organizations, the governing bodies have no role in the appointment of head teachers.

Some developing countries also appoint head teachers on the basis of experience, in addition to some other criteria. Olembo (1992) indicates that in Papua New Guinea, inspection reports form the basis of promoting experienced teachers into headship positions, but this procedure is characterized by favoritism. Similar situation prevails in some other African countries where appointment is done without recourse to relevant training. In those countries, no formal training or qualification is considered for headship post but rather long-serving and experienced teachers are normally appointed to such positions (Oduro, 2008; Bush, 2011). Essentially, aspiring head teachers' knowledge in administration, management and leadership, financial issues, among others, is not a pre-requisite in the appointment of heads in those jurisdictions. Meanwhile, evidence from different countries and sources indicate that school leaders need specific training in order to perform their various responsibilities well (Oduro, 2008; Bush, 2011). However, in the United Kingdom, the National Professional Qualification for Head teachers (NPQH) course has been introduced for aspiring head teachers. In that country, candidates for headship position are also selected by the governing bodies in a competitive manner.



The preparation of aspiring head teachers is highly recognized in most advanced countries because of the importance of headship in school improvement and effectiveness (Bush, 2011). Also, some developing countries such as Hong Kong and some South East Asian countries such as Malaysia and Singapore have PRESET for head teachers ((Oduro, 2008; Bush, 2011). Meddlewood (1997) indicates that in Canada principals are required to undergo appropriate training to obtain relevant qualification, and be allocated to schools or colleges for a specific period before being re-posted to different schools to head. These countries recognize the need for aspiring and practicing head teachers to be equipped with the knowledge, skills and values

required to perform their professional and administrative functions. This underscores the need for induction and in-service training for head teachers.

Bush and Oduro (2006) in their research indicated that in Ghana two approaches are used by GES to appoint head teachers. The first is the appointment through direct posting, which involves appointing newly-trained teachers to lead schools, especially in the rural areas. The unattractiveness of rural life appears to have made working in rural schools non-competitive among teachers, who might otherwise aspire to be appointed as head teachers. The second strategy is appointment through selection interviews, which is largely associated with the appointment of head teachers in urban schools. In this situation, candidates for interviews are selected through recommendations by senior officers (Bush & Oduro, 2006). The specific requirement and qualification to be appointed a head teacher in Ghana education service as indicated by (Oduro, 2008; Bush, 2011) is to be a professional teacher with a minimum grade of a principal superintendent.

2.9. Theoretical framework

This study will be based on Role Theory proposed by Goffman (1961) and later developed by (Biddle, 1986). The role theory is concerned with how rules, norms and expectations associated with positions held influence behaviour of individuals in an organization. The social position a person holds in a group or organization is referred to as status. Status is analyzed in terms of how society regards and rewards the holders of various positions, and the motivation that causes people to assume the positions. Roles consist of a set of rules or norms that function as plans or blueprints to guide behaviour. Roles specify what goals should be pursued, what tasks must be accomplished, and what performances are required in a given scenario or situation.



The theory illustrates the school in two dimensions: the normative/nomothetic/institutional dimension and the ideographic/personality dimension in a social system. The school has certain offices occupied by individuals with role expectations e.g. the Head teachers, Assistant Head teachers and teachers. This is the nomothetic dimension of the school organization. The individuals who occupy the different offices and positions have their own personalities and needs. Each personality is characterized by certain traits. Need dispositions are characterized by satisfaction or frustration. Hence, observable behaviour may be explained by understanding the individual's satisfaction. Expectations define roles. This is the ideographic dimension. Observable behaviour is due to interaction between the nomothetic and ideographic dimensions of the school organization.

Role expectations are of three categories: formal, informal, and self-established. Formal role expectations provide guidelines in the form of written contracts of employment, rules and regulations, standards or directives from superiors. They may in part be defined legally, for example the Education Act. Informal role expectations may be imposed on a person by members of a group. A person lives and works with various people who make role demands on him. These role partners collectively comprise a person's role-set. For example, in a school organization, the teacher role-set is made up of the Headteacher, students, parents, teachers, circuit supervisors, and officials of Ghana education service. Informal role expectations include: general conduct, mutual support, attitudes towards superiors, means of communication, dress, and appearance. They also include the psychological contract between the individual and the organization in the form of duties, obligations, rights and privileges.

Role effectiveness is determined by the fit between role demands and role results. Role satisfaction depends on fit between role desire and role rewards. It is common for role



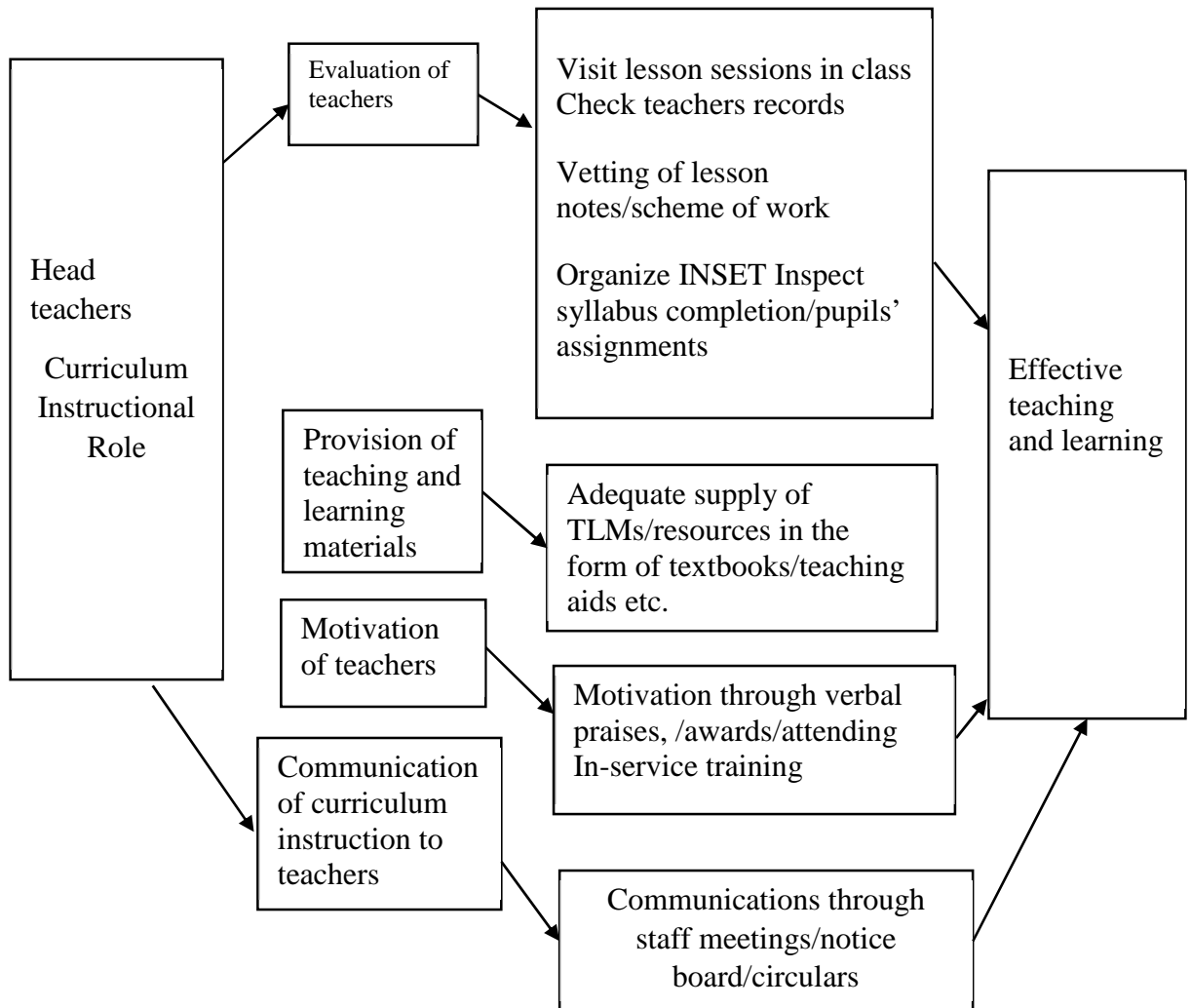
incumbents to fail to operate equally well in all aspects of their role-set. Role failure takes place when individuals occupying certain positions fail to live up to the expectations of their status.

The Role Theory will be of great relevance to this study. The study will seek to find out the role and responsibilities of head teachers in effective curriculum implementation in basic schools. The presume role of head teachers is that they have a role to evaluate and provide materials which will help the teachers to perform their duties better and improve learning. It is evident that the success of every school curriculum implementation depend to a great extent on effective administration, as a school administrator, the headteacher should make teaching possible by stimulating desired changes in the professional behavior of the teachers, he or she has to provide adequate teaching and learning materials, Curriculum implementation demands that he or she must be a competent leader and should keep informed to recent developments in curriculum implementation in general and supervision in particular. The school headteacher has a vital role in bringing about school effectiveness through effective curriculum implementation.



2.9.1 Conceptual framework

Figure 1: Conceptual framework of the various roles performed by the headteacher in the curriculum implementation process.



SOURCE: RESEARCHERS OWN 2018

In this conceptual framework it is conceptualized that effective curriculum implementation was influenced by head teachers curriculum instructional role. The focus was on the head teacher who was the central independent variable. Effective curriculum implementation depended on the head teacher and eventually determined the desired results. This model is diagrammatically demonstrated in Figure 1. The head teachers curriculum instructional role leads to effective teaching and learning resulting in to Effective curriculum implementation. Head teachers Curriculum implementation

roles includes evaluating teachers in the form of regular checking of teachers record, vetting of lesson notes and scheme of works, inspecting the completion of syllabus and visiting lesson sessions to observe teachers teach and regular class supervision. Motivating teachers, provision of the required teaching and learning materials and communicating curriculum instructions effectively to teachers.

The head teacher has a role to select and produce instructional materials which help the teacher to perform their duties better and improve instruction through effective instruction leadership Mbiti (1999) support this by contending that the success of every school curriculum design depend to great extent on the administration, as a school manager the head teacher should make teaching possible by stimulating desired changes in the professional behavior of the teachers he or she has to provide adequate textbooks supplies and equipment's. Effective instructional leadership demand that he or she must be a competent teacher and should keep abreast to recent developments in curriculum Supervision. Owen (1992) further asserts that, good education is a product of good curriculum implementation. Curriculum implementation entails; Initiating and stimulating, this means creating and developing incentive for curriculum implementation, creating an atmosphere in which teachers can freely interact professionally, developing team work and encouraging potential leaders among the staff members



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter contains a description of the methodology used in carrying out this study, the procedures and strategies that were used in the study are described. The chapter is organized under nine sections which includes the following. Section 3.1 explained the study area of the research, it is followed by section 3.2 which indicates the justification of the study. 3.3 indicates the research design. The target population is indicted in section 3.4 while section 3.5 explained the research sample. The techniques of data collection in the research is analyzed in section 3.6 and section 3.7 indicates the sources of data for the research. The chapter concludes on the ethical considerations of the research in section 3.8 and ends on the general conclusion of the chapter.

3.1 Study area

Wa municipality was created out of the then Wa district in 2004 with Legislative Instrument (LI) 1800 in pursuant to the policy of decentralization. It shares administrative boundaries with Nadowli district to the North, Wa east district to the East, and Wa West district to the south-west. The municipality has a total population of 126,609 (GSS, 2018). There are 14 educational circuits in the municipality with a circuit supervisor each and 1,890 teachers as well as 223 head teachers. The basic school enrolment rate in the municipality is 64.7 compare to the national average of 87.4 in 2016 (UNESCO, 2017). There are two hundred and twenty-three (223) basic schools comprising of seventy-two (72) kindergartens, eighty-six (86) primary schools and sixty-five (65) Junior High Schools. There are five major educational Management Units (Catholic, Islamic, Local Authority, Methodist and Ahmadiyya units) in the municipality and other units which include Presbyterians, Anglican, SDA, and Aswaj



having single schools respectively (Upper West Regional Statistics Office of the Ghana Education Service, 2018) Apart from the basic school administrators, there are administrators of second cycle institutions and other public offices administrators in the municipality.

3.2 Justification of the study location/area

The municipality is selected due to its poor performance in BECE in the last six years and also due to the fact that no comprehensive research has been done in the municipality to determine the role of teachers in curriculum implementation towards enhancing student's academic performance. The Municipality is also selected because the site has features of all three categories of urban, semi urban and rural districts depicting a wide spread of both well and less endowed public basic schools and also all the management units have schools at least one in the municipality. Each of these categories is represented in the study to create a balance among types of schools chosen for the study.

3.3 Research design

This study employed the mixed method design which is the combination of qualitative and quantitative approaches to collect and analyze data (Creswell,2003). Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell, 2007).

In recent years, integrating qualitative and quantitative methods becomes common in research (Oyedeji, 2006) because mixed method design can provide detailed and



comprehensive data in order to achieve the research objectives and answer the research questions. According to Creswell (2003), there are four types of mixed method research designs: triangulation, embedded, explanatory and exploratory. This study most appropriately employed the embedded model (concurrent nested), where both quantitative data and qualitative data were collected at the same time, both qualitative and quantitative data are collected during the same stage, although one form of data is given more weight over the other in order to provide better understanding and explanation of the study in question (Creswell et al., 2003).

The Embedded Design is a mixed methods design in which one data set provides a supportive, secondary role in a study based primarily on the other data type (Creswell, et al., 2003). The premise of this design is that a single data set is not sufficient, that different questions need to be answered, and that each type of question requires different types of data. Researchers use this design when they need to include qualitative or quantitative data to answer a research question within a largely quantitative or qualitative study. This design is particularly useful when a researcher needs to embed a qualitative component within a quantitative design, as in the case of an experimental or correlational design. The Embedded Design mixes the different data sets at the design level, with one type of data being embedded within a methodology framed by the other data type (Glesne, 2006). For example, a researcher could embed qualitative data within a quantitative methodology, as might be done in an experimental design, or quantitative data could be embedded within a qualitative methodology, as could be done choosing a Mixed Methods Design. In this study quantitative data is embedded in the largely qualitative methodology. The benefits of the concurrent nested research design as explain by Creswell et al. (2003) is that, it help to gain broader and



in-depth perspective on a topic and also offset possible weakness inherent to the predominant method.

3.4 Target population

The research target population include all the basic school administrators and teachers in the Wa Municipality because they are directly connected to the study and help the researcher gather information which help answer the research question. Even though the researcher recognized the important role non-teaching staff, circuit supervisors, school management committee members, parents and pupils play in the administration and curriculum implementation of the school, the study is delimited to only regular teachers and head teachers in the municipality. The reasons for choosing only the regular teachers and head teachers are that the other categories mentioned are not directly involved in curriculum delivery to the final beneficiaries (pupil). In addition, since regular teachers are more stable in the schools and could have worked much longer in the schools, they are in a position to provide appropriate information needed for this study.

3.5 Sample size and sampling techniques

When making decisions about sampling the researcher needs to consider four key factors: appropriateness of the sampling strategy used, appropriateness of sample size, representativeness of the sample population and the boundary of sampling as well as accessibility to the participants (Creswell, 2006). The boundaries that basically guide the sampling of the research participants include, the management unit, locality and gender.

The study employed both purposive and simple random sampling techniques. Qualitative studies often apply purposive sampling to select the participants from whom to gather field data (Glesne, 2006) and gain access to specific research participants who



possess relevant experience and knowledge for the study topic, and who are in a position to give a primary source of data. Yukl (2006) define purposive sampling as “selecting units (e.g., individuals, groups of individuals, institutions) based on specific purposes associated with answering a research study’s questions.” Such sampling facilitates the research questions-+ drawing out the expertise, experiences, knowledge, views, perceptions, opinions and suggestions of a specific group of people who engage in a social activity (Creswell, 2003). It is important to note that the findings of qualitative studies that utilize purposive sampling cannot be generalized to a larger population, but they can be compared (Nevo, 1995).

Priscilla and Kerri (2004) suggested that the individuals or cases are selected as participants for a qualitative study not because they represent their population (and therefore, the issue of generalizability) but owing to their relevance to the research topic. The purpose is to gain deeper understanding of those particular types of cases (Creswell, 2003), and not to generalize the findings. Since generalization (and not analytical generalization) is not an issue, the selection of participants can be conducted non-random. Examples of such sampling procedure can be found in the work of Booth (1996) and Dunn (1996) in their doctoral theses. Both researchers select their cases with a specific purpose. Booth only chooses teachers who used critical thinking in their teaching, while Dunn, who was looking at administrative styles among head of schools only selects a group of head teachers from a local university. Emerson (1993) who investigated attachment patterns of Malaysian students studying in the United States, on the other hand, used purposive sampling to gain in-depth knowledge on the issue, and to understand the patterns that emerge from the students’ interaction with their parents and peers. Therefore, participants selected for her study, have characteristics that meet the purpose of the study. Similarly, Ivowi (2008), who explored how people



evaluate primary and secondary sources when considering questions of historical evidence, selected his participants among historians with doctoral degree or at least a doctoral candidate majoring in history. Therefore, his selection is based on the ability of the participants to provide information on the said issue. Qualitative researchers are not concerned and seldom draw a huge sample from the studied population Glesne (2006). Hallinger (1998) suggested in his doctoral thesis that the average sample size for participants in a qualitative study should be between 30-60, while the mean sample size suggested by Cresswell (2003) and Glesne (2006) is 25-30. It is based on this that the researcher selected the sample size for this study.

The sample size for this study include 60 participants drawn from 30 selected public basic schools from the pull of 223 schools in the municipality using the purposive sampling method taking into consideration factors such as management units, urban, peri urban and rural areas, gender and also the various levels of basic schools (JHS, Primary, and KG). A head teacher and a teacher each is selected from the 30 schools, based on this permutation, the total number of respondents used in this study is 60. The head teachers were selected purposively while the teachers were selected using the simple random method. The schools were also selected base on management units and circuits as the predominant factors and proportionally to the number of schools in each management unit, to enable the researcher have an understanding on how curriculum is implemented on management bases. Also gender considerations were taken in to account in the selection of the participants from the selected schools as well as schools in rural and urban areas within the municipality. The selected schools and their management units, circuits and location are indicated in table 1 below.



Table 3.1: Sample Schools and Their Management Units, Circuits and Location.

SELECTED SCHOOLS	CIRCUITS	UNITS	URBAN/RURAL
CHARIA R/C KG	CHARIA	CATHOLIC	RURAL
CHAGLI T.I AHMD KG	KPERISI	AHMADIYA	RURAL
CATHOLIC R/C JHS	DOBILE	CATHOLIC	URBAN
JUJEIDAYIRI PRIM A	TAMPAALIPANI	AHMADIYA	URBAN
KPERISI M/A JHS	KPERISI	MUNICIPAL ASSEMBLY	RURAL
TENDAMBA M/A JHS	TENDAMBA	MUNICIPAL ASSEMBLY	URBAN
LIMANYIRI M/A KG	SAWABA	MUNICIPAL ASSEMBLY	URBAN
KABANYE E/A KG	DOBILE	ISLAMIC	URBAN
FONGO E/A JHS	KONTA	MUNICIPAL ASSEMBLY	URBAN
METHODIST PRIM	TENDANBA	METHODIST	URBAN
PRESBY PRIM	DOBILE	PRESBYTARIAN	URBAN
ANGLICAN KG	KABANYE	ANGLICAN	URBAN
SDA JHS	DOBILE	SDA	URBAN
ASWAJ PRIM	SAWABA	ASWAJ	URBAN
WA MODEL PRIM A	WA CENTRAL	MUNICIPAL ASSEMBLY	URBAN
SAGU R/C PRIM	KPERISI	CATHOLIC	RURAL
PIISI R/C PRIM	BAMAHU	CATHOLIC	RURAL
JUJEIDAYIRI KG	TAMPAALIPANI	AHMADIYA	URBAN
T.I AHMADIYA PRIM B	KONTA	AHMADIYA	URBAN
BUSA M/A PRIM	BUSA	MUNICIPAL ASSEMBLY	RURAL
NAKORE M/A JHS	KPONGU	MUNICIPAL ASSEMBLY	RURAL
SANCHIGA M/A JHS	JONGA	MUNICIPAL ASSEMBLY	URBAN
FALLAHIA E/A PRIM	SAWABA	ISLAMIC	URBAN



GULI E/A KG	SAWABA	ISLAMIC	RURAL
ST PAUL METH JHS	MANGU	METHODIST	URBAN
PRESBY KG	DOBILE	PRESBYTARIAN	URBAN
ANGLICAN JHS	KABANYE	ANGLICAN	URBAN
S.D.A PRIM	DOBILE	SDA	URBAN
ASWAJ JHS	SAWABA	ASWAJ	URBAN
WA MODEL JHS	WA CENTRAL	MUNICIPAL ASSEMBLY	URBAN

3.6 Methods and techniques of data collection

The data collection method employed for this study is interviews. A comparison between structured and Semi-structured interviews by Glesne (2006) indicate that semi-structured interviews can be used to elicit more information from respondents than structured interview since it is open ended. Therefore, semi-structured interview method was used as the main data collection technique for this study.

Semi- structured interview is the most common qualitative research method to be used in mixed-method design because it integrates both qualitative and quantitative research approaches to data collection. Indeed, every Semi- structured interview study, therefore, may itself constitute a qualitatively driven, mixed-method design through the internal transformation of its data set from qualitatively analyzed textual data into numerical data for quantitative analysis (Leithwood and Reihl, 2003).

Semi- structured interview research is epistemologically versatile and compatible with quantitative, qualitative, and mixed-method approaches. Semi- structured interview may be used as a strategy in an overall research design, a sequential or simultaneous supplement to the core in mixed or multiple method research, or it can constitute a single data set mixed method design and it can stand alone. Analytically, the Semi-structured interview is characterized by comparing participants responses by item.



Because all participants are asked the same questions in the same order, data collected are comparable, and may be numerically transformed and quantified. (Glesne, 2006)

A semi structured format is chosen for the interviews because it open-ended approach to interviewing is most appropriate in providing the researcher with more opportunities to elicit information as oppose to structured interviews which is more restrictive. Moreover, structured interviews cannot “encapsulate all subtleties and personal interpretations” Glesne (2006). The semi-structured format allowed for the use of pre-determined questions, whilst other issues identified during the interviews will be explored through probing questions. Creswell (2003) clarifies semi-structured interviews as encompassing the interviewer asking the same major questions in the same manner in each interview, however incorporates greater flexibility than a structured interview whereby the interviewer can adapt the interview around interviewees’ responses.

3.6.1 Interviews for head teachers and teachers

One set of semi-structured interview guide was used for both head teachers and teachers. The interview guide was designed in two parts. The first part collected personal and demographic data of head teachers and teachers on their school, gender and the length of service in the profession. The gender column indicated the representation of both sexes in the study, thus rendering the study a gender sensitive one. While the length of service column analyzed the number of years they had served as head teachers. It is assumed that the longer they have served the more experienced they are to understanding the roles and responsibilities of head teachers in curriculum implementation, all other things held constant.

The second part of the interview guide consisted of five sections based on the research questions. Information on the various questions posed were elicited from the selected



head teachers and teachers. The respondents answered questions on the various management activities that head teachers carry out towards curriculum implementation to realize good performance and also answered questions that establish the strategies head teachers put in place to improve teaching and learning.

The questions sought information on the roles of head teachers in curriculum implementation and were centered around; how they evaluate teachers, how they develop the teaching and learning materials, how they motivate their staff and establish how they communicate information on curriculum instruction to teachers. Yes or no questions were asked as direct questions to be followed by questions prompting for reasons for their answers. Participants were given opportunity to make suggestions on improving the roles of head teacher in curriculum implementation in basic schools.

3.6.2 Validity of interview guide.

The researcher focuses mainly on content validity, which refers to the accuracy with which an instrument measures the factors under study. Therefore, content validity concern with how accurately the questions in the interview guide proposed points to eliciting the information sought. The research instrument was tested for content validity by giving the interview guide to my supervisor for scrutiny and critique. After which I incorporate the recommendations in the final guide. It was only after this that they were used.

The interview guide should be pre-tested on a small population similar to that from which the sample of the study would be taken Glesne (2006). Against this background a pre-test was conducted before the main study. The purpose of the pre-test was to ascertain the level of internal consistency and appropriateness of the instrument in order



to make improvements prior to the main study. The sample for the pre testing consisted of only three schools.

3.7 Sources of data

Data were gathered from the two major sources. These include primary and secondary sources based on the study objectives.

3.7.1 Primary data

Primary data is the information gathered directly from respondents. Primary data source involves creating new data (Mugenda and Mugenda, 2003). In this study, primary data was obtained through interviews (responses) from both head teachers and teachers on the field. This was the main source of data for the study.

3.7.2 Secondary data

Secondary data are the data that are readily available. They are the data which have been collected and analyzed by someone else (Mugenda and Mugenda, 2003). Secondary data in this study was obtained through Ministry of Education portals, Wa Municipal Education Directorate, census data from Statistical Service and Government publications. This information helps provide the baseline for the primary research and build on the existing research carried out, it also helps the researcher to discuss and make comparisons in the analyzes of the primary data, in order to give meaning to the data.

3.7.3 Data management and analysis

Mixed methods studies employ a number of different techniques to generate knowledge from the collected data. Each technique used needs to be systematically and explicitly described for high quality research findings, Glesne (2006). Qualitative data of human activities obtained in the form of responses are frequently analyzed using inductive



reasoning processes in qualitative studies (Mugenda and Mugenda, 2003). An inductive reasoning of data analysis involves constantly moving back and forth from data to data to generate reality related to the research questions.

The researcher inductively examined the semantics to gain insights into the language meanings and human behavior or actions and the data were interpreted and analyzed from the perspectives of the participants. Because of the huge amounts of data qualitative studies generate, the researcher analyzed the data promptly to reduce the problem of data overload by selecting out significant features of future focus, Thus, a continuous thorough reading, sifting, sorting, and grouping, of the data was done to gain understanding of the salient features of the particular situation being studied. Once the data was organized and coded, it was re-coded to generate units of meaning, categories, and themes many times.

In essence, data from the interview was subjected through an iterative process of sorting and ordering, which included: data organization, generations of unit of meaning, categorizing the data, developing patterns and themes and forming a theoretical opinion. On the other hand, part of the quantitative data was keyed in to Excel to generate tables and corresponding percentages in order to make meaning out of the data

3.8 Ethical considerations

Ethics refers to questions of right and wrong. A researcher must ask if it is right or wrong to conduct a certain study or investigate a certain question. Also, it includes following all the research principles (Mugenda and Mugenda, 2003) Ethical matters are important in carrying out a research work. In this study, the researcher considered all research directives, which include maintaining confidentiality, honesty, openness, responsibility, as well as seeking permission from the required offices and officers. This



help to avoid unnecessary pain or distress, fear and harm among respondents, and enable the researcher build trust among the respondents and administrators in the field.

The researcher obtained an introduction letter from the University for Development Studies and a research permit from Wa Municipal Education Directorate of Ghana Education Service. After this, the researcher planned a date and visited the selected schools to meet the head teachers and teachers to administer a face to face interview with the respondents. The respondents were assured of confidentiality. The researcher then collated the responses after the exercise.

Conclusion

This chapter dealt with the description of the methods employed in carrying out the research study. Research methods are all those techniques that will be used in carrying out the research. Among other things, the chapter has shown that this study is a mixed method one and uses interview and documentary review as instruments of data collection. Purposive sampling technique was also used as a major technique to obtain required respondents. Meanwhile, data sorting, ordering and development of categories and patterns were used for data processing and management.



CHAPTER FOUR

FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study in relation to the study objectives. The chapter is organized into two major distinct parts comprising of presentation of the findings and interpretation followed by analysis and discussions.

The first part of this chapter which deals with presentation of findings and interpretation is categorized into five sections. Section 4.2 presents the socio-demographic, academic and professional background of the study participants while section 4.3 presents responses on methods used by head teachers to evaluate teachers. This is followed by section 4.4 which shows the findings on the provision of teaching and learning materials by head teachers. Section 4.5 focusses on the findings on the methods head teachers used to motivate teachers and section 4.6 presents the channels of communication used by head teachers to communicate curriculum information to teachers.

The second part of this chapter discusses the findings of the study and it is presented in section 4.7 The discussion is organized in paragraphs in relation to the themes presented in the first part of this chapter and ends up with a discussion of the findings in light of the theoretical framework for this research.



FINDINGS AND INTERPRETATIONS

4.2. Socio-demographic data, academic and professional background of the study participants

4.2.1 Sex of respondents

The researcher collected data on sex of the respondents to understand the gender representation of head teachers and teachers in the educational sector in the Wa Municipality. Information gathered indicate that out of the 60 participants (head teachers and teachers) 31 were males representing 51.7% and 29 were female representing 48.3%. This shows that male and female teachers and head teachers presence in basic schools in Wa Municipality is almost the same. A further analysis of the data revealed that though males slightly dominate in numbers in the study, there are more female head teachers (16) in the study representing 53.0% than their male counterparts ((14) representing 46.7%. This is refreshing because it appears that more females are assuming leadership positions in basic school administration in the

municipality than their male counterparts. The sex distribution of the study respondents is summarized in table 1.

Table 4.1: Sex of Respondents

Sex	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	14	46.7	17	56.7
Female	16	53.3	13	43.3
Total	30	100.0	30	100

SOURCE: FIELD DATA 2019

4.2.2 Age of respondents

The researcher sought to find out the respondents' age to establish the age structure of the study sample. The data shows that most of the head teachers (20) representing 66.7% were over 46 years old, while majority of the teachers (27) representing 90.0% were below 40 years old. However, no head teacher was aged below 35 years though most teachers fell under this age bracket. These findings imply that the sampled schools are headed by teachers who are a little advanced in age while a greatest proportion of the teachers in the sample are within the youth bracket. This means teachers will have the energy to cope with the demands of the curriculum and if the potentials of the youthful teachers are harness properly, it will help to improve educational performance of the municipality. likewise, there will be pressure on the municipality in terms of granting study leave to the teaming number of young teachers who will be willing and qualified to further their education on the limited quotas always given every year. Table 2 below depicts the ages of the respondents.



Table 4.2: Age of Respondents

Age	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Under 30yrs	0	0.0	12	40.0
31-35yrs	1	3.3	9	30.0
36-40yrs	5	16.7	6	20.0
41-45yrs	4	13.3	2	6.7
46-50yrs	6	20.0	1	3.3
50yrs above	14	46.7	0	0.0
Total	30	100.0%	30	100.0%

SOURCE: FIELD DATA 2019

4.2.3: Participants number of years of working with the Ghana Education

Service

The study elicited information on the number of years respondents have been in the teaching profession. Out of the 60 teachers and head teachers interviewed, 11-15 years have the highest participants of 21 representing 35.0% followed by 6-10 years as the second highest of participants representing 28.3% (17). Closely to this is 16 years and above which is made up of 16 participants representing 26.7% and below 5 years is the least with only 5 participants representing 8.3%. If one assumes high number of years served in Ghana Education Service as a teacher to be closely related to experience, this result will be an indication that there are more experienced teachers and head teachers as school administrators in the schools sampled for the study. The age distribution of the study participants could also be explained by the fact that for some years now newly recruited teachers from the colleges of education are no longer posted to the municipality directly.



The study also revealed that 28 out of the 30 head teachers representing 93.3% have been in the teaching profession for more than ten years while most of the teachers (22) representing 73.3% have teaching experience of between six to fifteen years. This implies that majority of the respondents have served long enough to understand the role of head teachers in the curriculum implementation process. The number of years the sampled head teachers and teachers have worked with the Ghana Education Service are summarized and presented in table 3.



Table 4.3: Number of Years Participants Have Worked with Ghana Education Service

DURATION	HEAD TEACHERS		TEACHERS	
	Frequency	Percentage	Frequency	Percentage
1-5	0	0.0	6	20.0
6-10	2	6.7	14	46.7
11-15	13	43.3	8	26.7
16+	15	50.0	2	6.7
Total	30	100	30	100

SOURCE: FIELD DATA 2019

4.2.4: Participants current rank in the Ghana Education Service

The research collected data on the current rank of the participants. The findings show that most of the participants are on the Ranks of a Principal Superintendent (19) or Assistant Director II (19) in the service. This corresponds with the age trend of the

respondents as the teachers and head teachers are promoted in the teaching profession largely based on the number of years one has served. Most of the teachers are in the rank of Senior Superintendent II and Principal Superintendent and only a few of the study participants (4) are on the rank of Senior Superintendent I. This could be attributed to the fact that once teachers' complete colleges of education with Diploma degrees, they quickly enroll for their Bachelor of Education degrees and are promoted directly to the rank of Principal Superintendent. The least of the participants in rank is Superintendent I and Pupil teachers with just a single respondent each. This is low because colleges of education are no more running the cert "A" system and Pupil teachers (SSSCE/WASSCE) are no longer being recruited in the service, table 4 depicts the participants rank in the teaching service.



Table 4.4: Participants Current Rank in The Ghana Education Service

RANK	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Assistant Director I	6	20.0	0	0
Assistant Director II	16	53.3	3	10.0
Principal Supt	7	23.3	12	40.0
Senior. Supt. I	1	3.3	3	10.0
Senior Supt. II	0	0.0	10	33.3
Superintendent I	0	0.0	1	3.3
Pupil teacher	0	0.0	1	3.3

Total	30	100%	30	100%
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SOURCE: FIELD DATA 2019

4.2.5: Academic and professional qualifications of participants

The study gathered data on both the academic and professional qualifications of the participants. On academic qualification, a structured interview was conducted with the 60 participants of the study. First degree holders (35) representing 58.3% and diploma holders (16) recorded 26.7%. Senior Secondary School certificate holders (1) and Cert ‘A’ (1) representing a total of 6.7% while master’s degree on the other hand saw only (7) respondents representing 11.7%. The results show that more teachers are upgrading themselves academically. It also shows that Ghana Education Service is complying with the policy to face out all pupil teachers in the system as directed by the Ministry of Education. Similarly, out of the 60 participants who were interviewed about their professional qualification, most of the respondents representing 55.0% reported they were diploma holders and 35.0% indicated they were degree holders. Respondents who were Master’s degree holders also recorded 5.0%. Comparing the academic qualifications to the professional qualifications of the respondents, one can deduce from the data that most teachers in upgrading themselves do not study education related courses after acquiring their Diploma in Basic Education degree from college. This could explain why the number of respondents in the academic qualification category do not match with those in the professional qualification. It can also mean that most of the respondents entered the service with non-educational related degrees and end up pursuing Diploma in Basic Education degrees to cover themselves as professionals in the service. The academic and professional qualifications of the respondents are indicated in table 5 and 6.

Table 4.5: Academic Qualifications of The Participants



Academic qualification	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Master's degree	6	20	1	3.3
First degree	21	70	14	46.7
Diploma	3	10	13	43.3
Cert A	0	0.0	1	3.3
SSSCE/WASSCE	0	0.0	1	3.3
Total	30	100%	30	100%

Table 4.6: Professional Qualifications of The Participants

Professional Qualification	Head teachers		Teachers	
	Frequency	Percentage	Frequency	percentage
Master's Degree	3	10	0	0.0
Degree	12	40.0	9	30.0
Diploma	15	50.0	18	60.0
Certificate 'A'	0	0.0	2	6.7
SSSCE/WASSCE	0	0.0	1	3.3
TOTAL	30	100%	30	100%

SOURCE: FIELD DATA 2019

4.3.: Methods used by head teachers to evaluate teachers

The first objective of the study sought to explore how head teachers evaluate teachers in the curriculum implementation process. To address this research objective, head teachers were asked to indicate the methods they use to evaluate their teachers, how often they check teachers records, scheme of work, lesson notes in a term, and pupil's assignments and exams scripts. They were also asked how often they organize school-based INSETS for their teachers and how they observe teachers teach in class as well as inspection of syllabus coverage by teachers. Teachers on the other hand were asked similar questions purposely to triangulate what the head teachers indicate or otherwise.



4.3.1: Head teachers responses on methods they use to evaluate teachers

The Ghana Education Service code of regulations for head teachers (Republic of Ghana, 2005p:15), states that, “each head teacher is required to submit an annual confidential report on each teacher in the school at least once a year in their assessments forms” the areas required by head teachers to evaluate teachers on include teachers attendance to school, syllabus completion, quality and number of assignments given, completion of lesson notes and scheme of work, completion of pupil records like registers and cumulative assessment books. Others include effectiveness of teacher’s lesson delivery in class and participation of teachers in school-based INSET. Without this type of evaluation, supervision will depend on personal opinions which can be very subjective, So, the study sought to find out the extent of head teachers compliance with these regulation in the Wa Municipality. Based on the above criteria in the regulation, questions were asked for head teachers to show the methods they used in evaluating teachers and how often they were using those methods.

The study shows that 63.3% (19) of the head teachers responded that they often but not always check records and schemes of work and 63.3% indicated that they always check lesson notes. However, 53.0% of the head teachers indicated that they have never organized school-based INSET for their teachers while 70.0% indicated that they always inspect syllabus coverage by teachers. Also, 46.7% reported that they always check students’ assignments and exam scripts and 83.3% indicated they visit lesson sessions in classrooms. The responses of the head teachers shows that they always engage in constant evaluation of teacher’s performance in the curriculum implementation process except in checking student assignment and organizing INSET for teachers.



Again, head teachers were asked to indicate how they solve the problem of teachers who do not complete the syllabus on time. Majority representing 75.0% indicated that they often advice teachers to improve in the next academic year except some few 13.3% (4) who reported that they always advice the teachers on how to solve the problems e.g. create more time for teaching and minimize the workloads if possible. The head teachers 83.3% in answering the question about the significance of regular supervision of teachers in the curriculum implementation process, were of the view that supervising teachers helps to keep them on their toes to work harder and also correcting them to do the right thing when necessary. But a few of the head teachers suggested that regular supervision only tend to create problems between head teachers and teachers.

The researcher also sought to establish whether head teachers had ever attended any in service training on curriculum implementation. The result shows that, more than half (73.0%) of head teachers who participated in the study have ever attended In-service Training courses on curriculum implementation. The courses that were mostly covered as indicate by them included; Keeping and updating schemes of work, teaching methodology, preparation of lesson plans and schemes of work, progressive records and development of teaching/learning resources, strengthening Mathematics and Science subjects in education. The head teachers responses about the methods they use to evaluate teachers are categorized in table 7 below.

Table 4.7: Head Teachers Responses on Evaluation of Teachers

Evaluation modes	Never		Rarely		Sometimes		Often		Always		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
											F	%



Check records and schemes of work	0	0.0	1	3.3	4	13.3	19	63.4	6	20.0	30	100.0
Check teachers lesson notes	2	6.7	0	0.0	2	6.7	7	23.3	19	63.3	30	100.0
Organize INSET	16	53.3	1	3.3	8	26.7	2	6.7	3	10.0	30	100.0
Check students' assignments and exam scripts	6	20.0	3	10.0	2	6.7	5	16.7	14	46.7	30	100.0
Visiting lesson sessions in class	4	13.3	0	0.0	1	3.3	0	0.0	25	83.3	30	100.0
Inspection of syllabus coverage	0	0.0	1	3.3	6	20.0	2	6.7	21	70.0	30	100.0

SOURCE: FIELD DATA 2019

4.3.2: Teachers responses on methods use by head teachers to evaluate them

On verifying the findings indicated by the head teachers, teachers on the other hand were requested to answer similar set of questions to those posed to the head teachers, this include asking them to indicate the methods their head teachers use to evaluate them and how often their head teachers were engaging in the evaluation practices mentioned earlier. The data depicts 56.7% (17) of the teachers responding that head teachers often checked records and schemes of work and 60.0% indicated that head teachers always check lesson notes. However, 53.0% of the teachers observed that head teachers never organize school-based INSET for their them while 46.7% indicated that head teachers never inspect syllabus coverage by teachers. Also, 50.0% of teachers reported that head teachers never check students' assignments and exam scripts and 73.3% stated that head teachers has never visit lesson sessions in their classrooms. The responses of the teachers are an indication that head teachers do not regularly engaged in evaluation of teacher's performance in classrooms as indicated in table 8.

Table 4.8: Teachers Responses on How Head Teachers Evaluate Them



Evaluation modes	Never		Rarely		Sometimes		Often		Always		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Check records and scheme of work	0	0.0	1	3.3	6	20.0	17	56.7	6	20.0	30	100.0
Check teachers lesson notes	1	3.3	0	0.0	3	10.0	8	26.7	18	60.0	30	100.0
Organize INSET	21	70.0	1	3.3	8	26.7	0	0.0	0	0.0	30	100.0
Check students' assignments and exam scripts	15	50.0	3	10.0	10	33.3	1	3.3	1	3.3	30	100.0
Visiting lesson sessions in classrooms	22	73.3	7	23.3	1	3.3	0	0.0	0	0.0	30	100.0
Inspection of syllabus coverage	14	46.7	3	10.0	6	20.0	5	16.7	2	6.7	30	100.0

SOURCE: FIELD DATA 2019

Comparing the responses of the teachers and the head teachers, there are areas of agreement and areas of divergence. Correspondingly, majority of the teachers (76.7%) and head teachers (83.4%) indicated that teachers' records of work are checked often and always. These findings imply that head teachers kept an eye on the curriculum implementation process since they are able to check how the teachers are updating their records as the school term advances. These findings are in line with Musungu and Nasongo (2008), who states that the frequency of internal supervision contributes towards effective implementation of curriculum hence good performance.

On the question of head teachers checking lesson notes of teachers, significant number of the head teachers 19 out of 30 representing (63.3%) indicated that they do check teachers lesson notes. This was confirmed by 18 out of 30 teachers representing 60.0%



in the study. These findings imply that head teachers are in a position to monitor what is learnt in class and this could contribute to good academic performance in their schools. Again, majority of the head teachers interviewed (74.5%) indicated that they check teachers lesson notes to confirm whether they match teachers records of work covered in monitoring pupil's academic performance. This was corroborated by 76.0% of the teachers who indicated same. These findings imply that head teachers were monitoring teachers records of work to ensure effective delivery of the curriculum and what is taught in class. These findings are in line with Williams (2003) who states that teachers lesson notes assessment is essential in the curriculum implementation process.

On the issue of the organization of INSET, 70.0% of teachers (21) reported that head teachers never organized INSET for teachers in their schools and this finding coincided with more than halve of the head teachers (16) representing 53.3% who also state similar position. School based INSET is a form of in-service training offered to teachers by the headteacher who is the quality standards assurance officer in the school. The findings imply that head teachers in the study overlook this supervision practice and this can have an effect on the continuous development of the teachers.

In answering the question of head teachers visiting classes during lessons to observe teachers teach, majority of the teachers 96.3% responded that head teachers never visit classrooms during lessons to observe teachers teach. This was in sharp contrast to what the head teachers 83.3% indicated that they always visit classes to observe teachers teach. The following remarks of a teacher and a headteacher from the same school sum up this analysis” *I always visit classes every month to observe how my teachers deliver their lessons just to ensure that they are doing the right thing*” (51 year old male primary headteacher, assistant director II) “ *our headteacher has never visited my class to observe me teach since I came to this school*” (34 year old female primary teacher,



senior supt. II) This contradiction means that there is untruth in one of the responses. It may be that teachers intend to paint a bad picture of their head teachers or the head teachers are not doing their work as expected but just want to cover up their nonperformance of duty. If what the teachers reported is right, it will imply that head teachers are not in close contact with the classroom activities, hence the curriculum may not be effectively implemented due to reluctant visitation as observed by Olembo(1992) who attributes poor curriculum implementation in public schools to “armchair” head teachers who do not know what goes on in the classroom.

The findings show that 19 out of the 30 head teachers who indicated that they always check lesson notes, 15 were 40 years and above while 3 were below 40 years. This implies the older generation head teachers were more interested in teachers writing lesson notes and vetting them than the younger generation of head teachers. Also, 14 out of the 16 respondents who indicated that INSET organization in schools is good for the development of teachers were all above the age of 50 years. If age can be presumed to be synonymous with experience, it will mean that the older one grows in the teaching profession the more he/she gets appreciate the impact of this evaluation exercises.

With regards to head teachers evaluating teachers generally, both teachers and head teachers acknowledge that current evaluation procedures are operative at less than a moderate extent, and that the head teachers are not conducting proper evaluation of teachers in the curriculum implementation process. Both head teachers and teachers agree that the head teachers should be offering ongoing guidance, assistance, and feedback to help facilitate curriculum implementation, and that a specific process should exist by which teachers are held accountable for not meeting specific curriculum objectives. The indication is that head teachers should be assuming increased responsibility in this area



4.4.: Provision of teaching and learning materials

The second objective of the study was to ascertain the state of teaching and learning materials in the curriculum implementation process. In order to address this objective, respondents were presented with a number of questions to indicate the type of teaching and learning materials that were available and adequate in their schools that could aid the teaching and learning process in schools. They were also asked to indicate the source(s) of their teaching and learning materials and how adequacy and usage of teaching and learning materials could improve teaching and learning outcomes. For triangulation of the responses made by the head teachers, similar questions were asked to the sampled teachers.

4.4.1 Head teachers responses on the provision of TLMs

As a result of the importance of teaching and learning materials to the curriculum implementation process observed in the literature, the researcher investigated how head teachers provide teaching and learning materials in their schools and the types of teaching and materials available in the sampled schools as well as the sufficiency of the TLMs

All the 30 head teachers who participated in the study reported the following materials were available in their schools; teaching aids, textbooks, stationery, classroom furniture, teachers lesson note books and chalks/markers. This was in line with the teaching and learning materials listed by Orodho (2002), who writes that school teaching and learning materials include buildings particularly classrooms with lockable doors for storage of materials, furniture, teaching aids like textbooks, chalk, visuals aids and other scholastic materials. Lack of any of these would render the schooling experience ineffective.



On the other hand, 18 head teachers reported that most teaching and learning materials are adequate except computers which all the sampled head teachers, said they were inadequate and non-existent in most of the schools. This result implies that teaching and learning resources in the sampled schools are largely available and adequate except a few of them.

During the interviews, 23 out of the 30 head teachers reported that to ensure effective teaching and learning in schools, they always advise teachers to improvise for the few teaching and learning materials which are absent or inadequate. Significant number of the head teachers (26) indicated that they always ensure that teachers used teaching and learning materials in their lessons, this they ensure by visiting classes to check their usage. *“There can be no effective curriculum supervision without adequate instructional materials”* remarked by one of the head teachers.

The results indicate that 53.3% (16) of the head teachers always take action in the form of serving teachers with queries and reporting them to the circuit supervisor whenever they refuse to use teaching and learning materials in class. The insistence by head teachers on the use of teaching and learning materials in class can lead to effective content delivery in classrooms and prevent abstract teaching of concepts especially in mathematics and integrated science. A large number of the head teachers were of the opinion that the adequacy and usage of teaching and learning materials has positive learning outcomes in that their usage increase pupil understanding of most abstract concepts and help pupil to visualize concepts easily, therefore making teaching and learning materials an integral part of the learning process. Their stance is in line with Wanga (1984), who claims that teaching and learning materials promote good preparation, smoothness and momentum lesson pacing and clarity about when and how students can get help and about what options are available when they finish. Head



teachers responses on the provision of teaching and learning materials are presented in table 9 below.

Table 4.9: Head Teachers Responses on The Provision of TLMs

Teaching and learning Materials (TLMs)	Availability				Adequacy			
	Yes		No		Yes		No	
	F	%	F	%	F	%	F	%
Teaching aids e.g. Charts, diagrams,	30	100	0	0.0	30	100	0	0.0
Textbooks	30	100	0	0.0	30	100	0	0.0
Stationery	30	100	0	0.0	25	83.3	5	16.7
Mathematical set	19	63.3	11	36.7	18	60.0	12	40.0
Computers	7	23.3	23	76.7	0	0.0	30	100
Teachers Lesson notes books	30	100	0	0.0	17	56.7	13	43.3
Chalks/markers	30	100	0	0.0	19	63.3	11	36.7
Classroom furniture	30	100	0	0.0	16	53.3	14	46.7

SOURCE: FIELD DATA 2019

4.4.2: Teachers responses on head teachers provision of TLMs

To establish the veracity of the provision of teaching and learning materials by head teachers in basic schools, all the 30 teachers who participated in the study were interviewed on the availability of the following teaching resource in the sampled schools; teaching aids, textbooks, stationery, classroom furniture, teachers' lesson note books and chalks/markers. All the teachers interviewed indicated that the above listed materials were available in their schools while more than halve of the teachers (23) also



reported that computers were not available in their schools. On the question of adequacy, over half of the teachers reported that the most inadequate TLMs include; computers, which all the 30 teachers said was inadequate, 19 teachers also indicated that textbooks were not adequate, classroom furniture was observed to be less adequate by 23 teachers and mathematical sets inadequacy was reported by 18 teachers. A significant number of the teachers (20 and 26) also confirmed that teaching aids and stationery were inadequate while 3 teachers also confirmed the inadequacy of lesson note books.

The position of the teachers did not entirely correspond with the head teachers especially with the adequacy of teaching and learning materials such as textbooks where 19 of the teachers reported that they are not adequate while 23 of them also indicate that furniture in their schools were inadequate. The result implies that teaching and learning materials in schools are available but they are not adequate. This may have an effect in the curriculum implementation process as indicated by Olembo (1975), who established that the challenges of availability and adequacy of learning resources was found to negatively affect teacher effectiveness in the use of teaching methods as well as focus on individuals.

Out of the 30 teachers who were interviewed, only 11 of them used teaching and learning materials in classrooms. These findings contradicted the position of the head teachers (26) who indicated that they always visit classes to ensure that teachers use teaching and learning materials. The responses of a teacher and a head teacher in the same school attest to this finding. *“I regularly visit classes to ensure that teachers use the available TLMs in the school to teach pupil”* (43 year female KG head teacher, Principal Supt). *“The head teacher since she assumes duties in this school has never check or visit my class to inspect TLMs usage, she hardly has time for that”*. (31year



female KG teacher, Senior Supt II). The contractions in the responses indicate that there is a gap in the supervision of the use of teaching and learning materials in classrooms and if such supervision was taking place teachers will know since they are the ones being supervised.

Nearly all the teachers (28 of the 30) agree with the head teachers that provision of teaching and learning resources affect curriculum implementation. These findings imply that for effective curriculum supervision to take place, teachers need to be provided with adequate teaching and learning materials, these findings are in line with Robert (1981) who found out that teaching and learning materials availability and adequacy facilitate supervision in curriculum implementation. The demographic and professional data did not have any bearing on the provision of teaching and learning materials. Table 10 summarizes the teachers' responses on teaching and learning materials.

Table 4.10: Teachers Responses on Head Teachers Provision of TLMs

Teaching and learning Materials (TLMs)	Availability				Adequacy			
	Yes		No		Yes		No	
	F	%	F	%	F	%	F	%
Teaching aids - Charts, diagrams, map	30	100	0	0.0	20	66.7	10	33.3
Textbooks	30	100	0	0.0	11	36.7	19	63.3
Stationery	30	100	0	0.0	25	83.3	5	16.7
Mathematical set	19	63.3	11	36.7	12	40.0	18	60
Computers	7	23.3	23	76.7	0	0.0	30	100



Teachers Lesson notes books	30	100	0	0.0	30	100	0	0.0
Chalks/markers	30	100	0	0.0	18	60	12	40
Classroom furniture	30	100	0	0.0	7	23.3	23	76.7

SOURCE: FIELD DATA 2019

4.5. Methods used by head teachers to motivate teachers.

The third objective of the study was to establish strategies head teachers use to motivate teachers to promote effective curriculum implementation and the importance of teacher motivation in the curriculum implementation process. To achieve this research objective, head teachers were requested to indicate the methods they use to motivate their teachers and how often they use such methods. They were also asked to explain whether motivation of teachers was important to the effective implementation of school curriculum. Teachers were also asked similar questions with the aim of triangulating the responses of head teachers with that of teachers.

4.5.1: Head teachers and teachers' responses on methods head teachers use to motivate teachers

Teachers occupy a central and significant position in our educational system that their attitude and morale is a major concern not only to education authorities but also to the general public. According to Emerson (1993) teachers are motivated when they have a feeling of acceptance and inclusion, opportunity for personal growth, recognition of achievement, an awareness of being needed, and opportunities to influence events and a sense of ownership. Participants were asked to answer the general question on the strategies head teachers use to motivate teachers, they were also required to indicate how often head teachers motivate teachers as well as the effect of teachers' motivation in the curriculum implementation process. It must be noted that most of the participants



gave multiple responses to the methods head teachers use in motivating teachers in their respective schools, so in effect they mention more than one method head teachers use in motivating their teachers.

The head teachers who were interviewed outlined a number of strategies they use to motivate teachers aimed at enhancing curriculum implementation in the schools they administer. This include Organizing end of term get together for teachers as indicated by 22 head teachers, 7 head teachers also reported giving prizes to hardworking teachers, Verbal praises was indicated by 28 head teachers and 18 head teachers mentioned Servicing staff meetings. Also 25 head teachers talk of provision of pens to teachers to use for their daily marking, 12 and 18 head teachers indicated Selecting teachers to attend workshop/In service training and Sympathizing with teachers while in problem respectively. 25 head teachers also reported delegating responsibilities to teachers as their form of motivation.

The teacher's responses on the other hand corroborated with that of the head teachers with just a slight difference. The teachers indicates that, head teachers motivated them through organizing end of term get together (18), hardworking teachers are given prizes (6), verbal praises (26), Servicing staff meetings (16), provision of pens to teachers to use for their daily marking (24) representing (24), select teachers to attend workshop/ In service training 15, sympathized with while in problem (21) and delegating responsibilities to teachers (4). This was an indication that at least more than half of the teachers who participated in the study felt motivated while in school. The only area where responses of the teachers and head teachers vary to a large degree was on the delegation of duties to teachers as a form of motivation, (25) out of 30 head teachers representing 83.3% indicated that they always delegate duties to teachers, this was in sharp contrast to the number of teachers (4) out of 30 representing 13.3% who affirm



same. The sharp contrast in responses by head teachers on one hand and teachers on the other hand implies that either head teachers are not delegating duties to teachers or there is a misunderstanding of what constitute delegation of duties between head teachers and teachers. In either instance there will be a gap in motivation in terms of duty delegation since teachers who are the intended beneficiaries will not feel motivated and this may have an effect on the teachers when they begin to feel that they are not included in the running of the schools.

Both teachers and head teachers also mentioned other strategies head teachers use to motivate teachers, these include; giving teachers incentives for good performance, taking them out for lunch and through written letters for appreciation. The data also revealed that the dominant strategy used by head teachers to motivate teachers was verbal praises, this was confirmed by statements made by a teacher and a head teacher in the same junior high school. *“Because of lack of resources I always try to cheer my teachers up by praising them verbally during staff meetings when they do something right.”* (48year female JHS head teacher, assistant director I). *“Largely our head teacher normally shower praises on any teacher who works very hard”* (27 year old male JHS teacher, principal superintendent)

As to the impact of motivation of teachers, both teachers and head teachers were requested to indicate the effect of teachers’ motivation on the curriculum implementation process, 87.0% of the 60 respondents answered that motivation has a positive impact on teachers’ performance through improved content delivery, healthy competition among teachers based on the subjects they teach. They also indicated that teachers’ motivation enhances teachers’ morale and increase teacher-pupils contact thus improving on academic achievement of the pupils. *“Teachers feel appreciated and*



benefit directly from the incentives and are able to work well” a male head teacher remarked.

A good number of the participants, 23 out of 34 who responded that motivation has an effect on the curriculum implementation process were above the rank of principal superintendent. This implies that being in the service for some time now, gave them the appreciation of what can urge teachers to work harder and a clear understanding of what the service entails. The participants responses on methods used by head teachers to motivate teachers is indicated in table 11.

Table 4.11: Methods/Ways Head Teachers Use to Motivate Teachers

Modes of motivating teachers	Head teachers n=30		Teachers n=30	
	Freq	%	Freq	%
Organize end of term get together	22	73.3	18	60.0
Hard working teachers are given prizes	7	23.3	6	20.0
Verbal praises	28	93.3	26	86.7
Servicing staff meetings (water & minerals)	18	60.0	14	46.7
Provision of pens to teachers to use for their daily marking	25	83.3	24	80.0
Select teachers to attend workshop/ In service training	12	40.0	15	50.0
Sympathized with while in problem	18	60.0	21	70.0
Delegating responsibilities to teachers	25	83.3	4	13.3

SOURCE: FIELD DATA 2019



4.6. Channels of communication used by head teachers to communicate curriculum information to teachers

UNESCO (1993) reported that head teachers require both oral and written communication skills in order to communicate effectively to all stakeholders at different times, effective communication helps to control behavior. It provides feedback to the personnel on how to improve. It facilitates decision making and fulfil the social need of expression of feelings. Mkpa (2005) remarked that in Ghana, it is at the implementation stage that many excellent curriculum plans and other educational policies are marred and this is largely attributed to communication challenges, hence the need to assess the channels of communication used by head teachers and teachers towards effective curriculum implementation. Owing to this, the fourth objective of the study was crafted to establish the channels of communication used by head teachers to communicate curriculum information. To fulfill this objective, the study respondents (Teachers and Head teachers) were requested to answer similar questions on the channels or forums head teachers use to communicate information on curriculum implementation to teachers and their views on the specific channels of communication being used and how they can improve the curriculum implementation process. They were also asked to indicate the number of times head teachers organized staff meetings per term. The teachers' responses specifically were geared towards authenticating what their head teachers said in relation to communication between them and head teachers on curriculum implementation.

4.6.1: Participants responses on forums used by head teachers to communicate information on curriculum instruction to teachers

D' Souza (1994) indicated that to ensure effective communication, head teachers should ensure clarity of information and courteous language, choose an effective



channel to communicate in time for the appropriate response and provide proper atmosphere for feedback. The study then elicited responses from both head teachers and teachers to ascertain the specific channels used by head teachers to communicate curriculum information. The participants again gave multiple responses to the channel of communications used by head teachers in communicating curriculum information to teachers, that is to say almost all of the participants stated more than one channel of communication used by head teachers to communicate curriculum instructions to teachers. Table 12 illustrates respondents' responses on forums/channels used by head teachers to communicate information on curriculum instruction to teachers.

Table 4.12: Participant Responses on Communication Channels

Forums/Channels	Head teachers n=30		Teachers n=30	
	Frequency	Percentage	Frequency	Percentage
Internal memo/ circular	20	66.7	14	46.7
Notice board	23	76.7	22	73.3
School assemblies	9	30.0	6	20.0
Staff meeting	28	93.3	25	83.3
WhatsApp page	18	60.0	21	70.0

SOURCE: FIELD DATA 2019

The forums/channels of communication between head teachers and teachers in the curriculum implementation process which emerges from the interviews with the respondents include the following. Almost all the head teachers (28) used staff meetings to communicate information on curriculum implementation while a significant proportion of the head teachers (23 and 20) reported that they passed information through notice boards and circulars respectively. Also, a lesser number of the head teachers (9) out of the 30 head teachers use school assemble to communicate curriculum information to teachers. The findings are clear that most of the head teachers use more



than a single channel/mode to communicate their information to teachers depending on the type of information available for sharing. It was also revealed in the study that 29 out of the 30 head teachers communicate regularly with their teachers.

To verify head teachers responses on forums/channels they used to communicate curriculum information, the researcher asked the sampled teachers to indicate how head teachers convey curriculum information to them. Most of the teachers, 25 out of 30 responded that head teachers communicate information on curriculum and instruction through staff meetings and 22 teachers also reported it was passed through notice boards. Almost halve of the teachers (14) answered that head teachers use circulars while a small proportion (6) out of the 30 teachers mentioned that head teachers use school assemblies to feed them with curriculum information. Also, it was observed that nearly all the teachers (28) out of 30 stated that they always communicate with their head teachers.

The corroboration of the teachers responses to that of the head teachers largely showed a shared believe by the participants that most head teachers are communicating issues on curriculum and instructions to teachers and this can help in the effective implementation of the curriculum because teachers will know what is expected of them at any material time. The responses indicate that head teachers communicate curriculum information to teachers largely through staff meetings and notice boards. The responses show the use of “whatsapp” pages created by head teacher to relay curriculum information to teachers. This was reported by 18 head teachers representing 60.0% and 21 teachers representing 70.0% it shows a great patronage of such technological applications. The reason most of the respondents gave as to the use of the “whatsapp” platforms was that, it was more convenient and faster in the spread of information among staff members at any point in time. A 51year old male head teacher who is in



the rank of Assistant Director I remarked *“I often use my school ‘whatsapp’ page to disseminate information to my teachers because it is faster and helps me to easily communicate to my teachers even when I am not in school.”* The consequence of using this “whatsapp” platforms to share curriculum information is that it may help in easy transfer of information to teachers but it may not be effective when it comes to storing documents for purposes of future references. This trend if not checked may end up affecting the official channels of communication that the head teachers are supposed to use in the communication of curriculum information to teachers.

4.6.2: The number of staff meetings held per term

The recommended forum by Ghana Education Service for communicating curriculum instruction to teachers is through staff meetings as 28 of the head teachers representing 93.3% indicated and 25 of the teachers representing 83.3% confirmed same participants were asked to indicate the number of times head teachers held staff meetings in their various schools in a term. The findings indicate that 13 out of the 30 head teachers, representing 43.3% reported that they held staff meetings twice per term while 11 head teachers representing 36.7% indicated that they held staff meetings thrice per term. A small number of head teachers (2) out of 30 noted that they held staff meetings once per term while 13.3% representing 4 head teachers stated that Staff meetings were held four times a term in their schools. This position was corroborated largely by the teachers in answering the same questions, where 15 and 10 out of the 30 teachers indicated that head teachers organize staff meeting meetings twice and three times per term. Furthermore, 3 teachers said staff meetings were held in their schools once while 2 out of the 30 teachers also indicated that staff meetings were held four times per term.



It was also reported that meetings were held in a formal manner and focused on the learning needs of pupil and other administrative issues in the school. Again, 47 out of the 60 participants reported that head teachers always adopt participatory approach during meetings as much as possible in order to comprehend personal and professional views of teachers while a small number (13) of the teachers also indicated that their head teachers were always lording over such meetings and hardly allow teachers to voice out their concerns. This implies that head teachers were organizing staff meetings and most of them were complying with the Ghana Education Service mandatory requirement that head teachers should organize staff meetings not less than twice a term. Table 13 summarizes the findings on the number of times head teachers organize staff meetings in their schools every term.

Table 4.13: Participants Responses on The Number of Staff Meetings Held Per Term

Number of times school hold staff meetings	Head teachers n=30		Teachers n=30	
	F	%	F	%
Once per term	2	6.7	3	10.0
Twice per term	13	43.3	15	50.0
Thrice per term	11	36.7	10	33.3
Four times per term	4	13.3	2	6.7
Total	30	100%	30	100%

SOURCE: FIELD DATA 2019



4.6.3: Challenges head teachers face in the performance of their roles

The respondents outlined challenges head teachers encounter in the execution of their roles as school administrators. These challenges head teachers face in carrying out their duties in the curriculum implementation process include the following, inadequate teaching and learning materials, dual roles perform by head teachers, limited funds to run schools, inadequate training for basic school administrators and limited motivation for head teachers. The challenges were reported to be impacting negatively on head teachers performance of their curriculum implementation duties.

The responses of the participants in general revealed 53 out the 60 participants representing 88.3% were of the view that inadequate text books/ Teaching and Learning Materials (TLMs) or resources is a major challenge. This was in line with what the respondents have indicated in the provision of teaching and learning materials to schools, where almost all the respondents indicated that TLMs are available in their schools but are not adequate. A remark that: *“TLMs has never been adequate since I came to this school, sometimes we try to use the limited capitation grants to purchase some or make copies that we cannot improvise especially textbooks because they are always limited in supply and this is affecting teaching and learning”* (female head teacher, 49 years, Assistant director II)

This was closely followed by 49 participants representing 81.7% who reported that there is inadequate or lack of training (administrative and financial management) for basic school administrators in the municipality with many having limited knowledge on administrative and financial management practices. Some qualitative data shows that there are poor records keeping and this make auditing of accounts difficult. A few quotes from some of the respondents highlight this difficulty.



“It is difficult to blame some head teachers for poor financial record keeping. Imagine a newly appointed head teacher preparing financial records when no orientation/workshop on financial administration has been given. Such a head teacher will definitely be found wanting. The complex nature of the SPIP and its attendant numerous paper works bring a lot of work for head teachers. This results in keeping of poor financial records by head teachers” (A newly appointed 44-year female head teacher, Assistant Director II).

“I was posted here directly from school to assume the role of a head teacher without any training on administrative work proper control of teachers in terms of ensuring that the school curriculum is implemented effectively and here I am being expected to run the school effectively” (A 47 year male head teacher, Assistant Director I)

Also, limited funds (inadequate and delay in release of the capitation grants) has also been identified as an impediment affecting the functionality of basic school administrators as 42 participants representing 70% indicates that the is limited funds to run the schools. This makes it difficult for head teachers to buy the necessary items needed for school activities for the academic year. The situation also compels some head teachers of public basic schools to charge some other fees to support their activities. Statement made by a respondent on this issue is as follows:

“For head teachers to perform their duties, and ensure effective and smooth running of their schools, adequate funds must be available. In Ghana, the capitation grant is woefully inadequate, and its release to basic schools is unduly delayed. With this, how do we expect head teachers of public basic schools to effectively and efficiently perform their duties?” (A 50-year female head teacher, assistant director I).



Also, 43 participants denoting 71.7% of the participants indicated dual roles (administrative work alongside teaching) as a major impediment affecting the functioning of the basic school administrators in the sampled schools. These statement below from a head teacher interviewed gives a clear picture of the situation. *“As head teacher of the school, I also handle class 4 as a teacher, this does not give me the time to closely monitor the other teachers on how they are teaching and some other administrative works required of me to do”* (41year male head teacher of a primary school, assistant director II)

It was obvious from the responses that head teachers faced myriad of problems in the performance of their roles and this can have an effect on regular supervision of teachers in the curriculum implementation process and also affect the general administration of basic schools. For example, if teachers are performing dual roles, that is to carrying out their administrative function at the same time teaching as well, it will be difficult for them to engage in any meaningful administrative work and hence it will have an effect on proper supervision of the curriculum implementation process. Also, with limited teaching and learning and materials in schools, it will be difficult for head teachers to properly monitor teacher’s delivery in class.

The participants in lamenting over the challenges also proposed some solutions to the challenges. Many of the respondents called for decoupling the dual role of some head teachers acting as teachers as well and a good number of them also advocate for training of school administrators before appointing them to such position with the view that teaching and administration are not the same. Most of the respondents also called for the increase and timely release of the capitation grant to ensure that head teachers budget effectively for all the teaching and learning materials that are lacking in the schools.



4.7.: Analysis and Discussion of findings

The research investigated the role and responsibilities of head teachers as key administrators of school curriculum implementation in basic schools. Looking into the data presented, the findings revealed some interesting facts that need further discussion. This are presented in themes below.

4.7.1 Ways used by Head teachers to Evaluate Teachers

The first theme of the findings centered on evaluation. The nature of evaluation here involves the evaluation of teachers in their implementation of program goals and objectives by Hughes (2002) who confirms that the head teacher should evaluate the processes and products of instruction in order to improve curriculum implementation. The tendency has been to view evaluation as an end in itself. It is clear, however, that evaluation can only have real meaning in relationship to previously stated intentions, as Mbiti (1999) have stated, "only when it results in some type of action to improve the curriculum" (p. 468). The competencies involved in the evaluative aspects of curriculum implementation are, by McIntyre's definition, collecting, organizing, analyzing, and interpreting data concerning the performance of teachers and students. According to the definition by Mbiti (1999), these competencies involve examining and recommending instrumentation for evaluating program processes and outcomes; collecting, organizing, and interpreting data concerning the present as compared with previous performance of students; and certifying the viability of the program or initiating subsequent change.

A greater proportion of the respondents 48 out of 60 representing 80.0% reported that head teachers always organize meetings and involve teachers in making school programmes. A significant number of them (38) representing 63.4% also indicated that head teachers engage in periodical inspection of records and schemes of work while



half of the respondents (30) mentioned that head teachers always vet teacher's lesson notes. The responses of the participants here showed that most of the head teachers were frequently engaging in the evaluation of the three aspects mentioned above. However, more than half of the participants confirmed that head teachers sometimes or never engage in any of these activities in order to guide teachers, that is visiting lesson sessions in class (40) representing 66.7%. Organizing school-based INSET 32 representing 53.0%, inspecting syllabus coverage (42) translating into 70.0% and checking students' assignment and exams scripts 28 making 46.7%. These findings partly correspond with the Manual for Head of basic schools in Ghana (2010: p14), which stress the role of head teachers in evaluating teachers by stating that "the organization and control of staff, teaching and non-teaching are all part of the Heads duty as the immediate supervisor of the schools. In particular, she or he must check the teaching standards by reference to scheme of work, lesson notes, records of works, pupil's exercise books, and also actual visit to classroom to see the individual teacher teach".

This means that effective and efficient running of the school depends on the head teachers Instructional management role. Head teacher must schedule, assign work, coordinate and oversee performance and make sure that work is done on time. The purpose of teacher evaluation according to Dull (1981) is to help teachers improve their teaching performance, identify training needs and get useful feedback which intern improves the institutions. Ministry of Education, The conference of heads of basic schools (CHOBS) and Curriculum Development Division of the Ghana Education Service during the national conference in Cape Coast as reported in Daily Graphic August 8, 2014, the director of curriculum division asserted that, head teachers are expected to closely monitor the performance of teachers, to ensure that the right



teachers are teaching the right subject and to offer professional advice through mentoring. They must be ready to incorporate views and ideas from multiplicity of stakeholders in their schools. They must place the child at the center of all activities for the benefit of the child. They were reminded that the country looks upon them to give guidance and direction otherwise the national examinations in basic schools will always register improvement or decline depending on their commitment to the curriculum instruction management roles they undertake in their schools.

The results show that over 60% of the head teachers who participated in the study rarely or never evaluate teachers on the actual implementation of the curriculum that is observing teachers teach in classrooms, inspecting syllabus coverage and checking students' assignments and exam scripts. This was an indication that most of the head teachers rarely or never engaged in evaluation of teacher's performance in classrooms. This phenomenon is what Wanga (1984) observes in the literature that attempting to get feedback for improvement without evaluation, we depend on personal opinion and biases, we must therefore ensure adequate, valid and criteria-based data is available. This finding corresponds with the study by wanga (1984) that most head teachers engage in peripheral evaluation of teachers which include marking lesson notes and teacher's attendance to the neglect of the core of the evaluation which involves observing teachers teach and checking pupil assignments. The inability of the head teachers to carry out proper evaluation required by them to perform; what Goffman considered as their formal assigned roles is in line with what Biddle in his analysis of role theory described as role strain referring to the difficulty in fulfilling role obligations within a single task. Some head teachers explained that a comprehensive evaluation of teachers is impossible because of the load of work involved.





The quality of leadership makes the difference between success and failure of schools (Millette, 1988). Millette further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement. The interviews indicated that 19 out of the 60 participants believe that some head teachers used teachers' own evaluation results for teacher's evaluation, checked on teacher's attendance of lessons and performance of individual students and class as a whole. This could be misleading since some teachers may decide not to give accurate assessment of their work. This finding deviates from what Wiles and Lovell (1975), said about evaluation. For a valid evaluation judgement to be made, many types of evidence concerning the work of the teacher must be collected from such areas as class observation, teachers formative evaluation records such as weekly quizzes, terminal tests, mid-year examination, pupils exercise books, sample of pupils creative efforts and follow up records of poor pupils by the head teacher and not depending on secondary information.

With regards to classroom observation, the study revealed head teachers rarely visit classrooms to observe individual teachers when they are teaching because of teachers' negative attitude towards classroom observation. This finding is in line with what Wanga (1988), described in his work "the dilemma of head teachers evaluation of teachers in basic schools" as the necessary conflict in the evaluation process, where teachers deliberately try to thwart the head teachers efforts of evaluation. He stressed that, it is important for the appraiser and appraisee to work hand in hand before and even after the evaluation process.

In general, responses to questions regarding the extent to which head teachers evaluate teachers in the curriculum implementation process, it would appear that evaluation receives little attention especially direct evaluation which has to do with visiting classes to observe teachers teach and checking students assignments and syllabus completion

and no specific process by which teachers are held accountable by the head teacher for meeting specific curriculum objectives. This is what both Biddle (1986) and Thomas (1966) in the role theory describe as incomplete performance of role set, where the role player performs part of the work expected of him and to the neglect of the other part. The findings also show that ongoing guidance, assistance, and feedback from the head teachers to help improve teacher's ability in the curriculum implementation process is limited or does not exist

4.7.2 Provision of teaching and learning materials

Some interesting findings from the research was on the Provision of teaching and learning materials by the head teachers. According to Wanga (1984), the quality of curriculum implementation in a school is closely related to the nature and quality of resources available and how they are used. Additionally, Wanga (1988) says curriculum support materials stimulates learner's imagination and enhances memory of what is learned.

All 60 respondents who participated in the study reported that the following teaching and learning materials were available in the schools; chalks/markers, textbooks, Stationery, classroom furniture, computers, teaching aids, mathematical sets and teachers lesson notes books. On the other hand, all the 60 participants indicated that computers were inadequate, 47 respondents representing 78.3% and 39 respondents making 65% also reported that classroom furniture and textbooks respectively were inadequate. The result implies that teaching and learning resources were available in schools but not adequate. In relation to these findings, Glesne (2006) reported that for head teachers to supervise the performance of teachers, they must first be provided with tools and not just tools but adequate tools to work with. This implies that there can be no effective supervision of instruction without instructional materials. Mbiti (1999) in



emphasizing on the importance of adequate teaching and learning materials said that adequate curriculum support materials facilitate teaching by clarifying concepts and new ideas, makes teaching interesting and enjoyable and promote active participation of the learner during the lessons. This was corroborated by Ayoo (2002), who did a study on factors affecting head teachers supervisory role in basic schools in Ghana, he noted that adequate facilities influence satisfactory supervision. He concluded that the presence or absence of teaching and learning materials in schools distinguished between effective and non-effective supervision schools.

Textbooks which are the commonly used teaching and learning materials at the basic level should always be adequate to facilitate teaching and learning but its inadequacy was reported by 39 of the 60 respondents. This finding is at variance with Todd (1978), who in his study indicate that each class operates as an individual unit, taking curricular direction from textbooks, courses of study, and teachers experience, with textbooks being the most adequate among all the teaching and learning materials.

The study also revealed that 46 out of the 60 respondents answered that head teachers always encourage teachers to improvise for teaching and learning materials that are not readily available in the schools but more than halve of this number complain that some of the materials cannot be improvised. This finding is supported by Mbiti (1999) who observed that improvisation of teaching and learning materials is necessary because teaching and learning materials are always inadequate in schools. Farrell (2006), in evaluating teaching and learning materials adequacy in basic schools agreed to this position by indicating that the immediate option of head teachers in situations of limited educational materials is to implore teachers to improvise.



A significant number of the respondents (50) out of 60 answered that the major source of teaching and learning materials is through government and purchase from capitation grants but lamented that the capitation grant is always inadequate in supporting the purchase of the required teaching and learning materials ~~in~~ for the schools. This correspond with Daramanu (2004) who averred in his study that most public schools in Ghana rely largely on government for teaching and learning materials. Almost all the respondents (57) out 60 revealed that adequacy and usage of teaching and learning materials helps in effective delivery of lessons. This is in line with the various positions enunciated in the literature including Mbiti (1999) who in emphasizing on the importance of adequate teaching and learning materials said that the usage of curriculum support materials facilitate teaching by clarifying concepts and ideas, makes teaching interesting and enjoyable and promote active participation of the learner during the lessons. Orodho (2009) also support this position when he observed that quality curriculum implementation demands that adequate teaching and learning resources are made available and used always. Therefore, having appropriate tools at their disposal makes teachers even more confident of doing a good job, thus increasing effectiveness and productivity. The head teacher according to the role theory is expected as part of his role set to provide and select instructional materials which help the teacher to perform their duties better and improve instruction delivery. Mbiti (1999) support this by saying that the success of implementation of every school curriculum design depend to a great extent on the head teacher. He emphasis that as a school administrator the head teacher should make teaching possible by stimulating desired changes in the professional behavior of the teachers, by providing adequate teaching materials.



Leithwood (2003) have suggested that the competencies required of principals in this phase of curriculum implementation involve inventorying, acquiring and assigning materials, and providing equipment and facilities to accomplish instructional goals. One might add that the principal should be conversant with a wide range of materials and resources including their uses and implications for the specific programs at hand. He should also have the ability to maintain the long view in guiding materials selection while allowing for flexibility and individual choice. Based on these assertions, it is clear that the curriculum implementation process cannot be effective without the provision of adequate teaching and learning materials. From the study 31 out of 60 respondents responded that head teachers do not help teachers in selecting the requisite teaching and learning materials that suit a particular topic of study but were active when it comes to taking inventory of the available teaching and learning materials in their respective schools and also only 11 out of the 30 teachers responded that head teachers visit classes and insist on the usage of TLMs. This is worrying because the use of TLMs is central in the curriculum implementation process but supervision on it is receiving little attention from head teachers. The role theory considers this attitude by head teachers to constitute role neglect as indicated by Thomas (1966) who further develop the theory. He asserted that once a person is expected to perform a set of roles and he performs part, be it major or minor will amount to role neglect because roles should be performed comprehensively.

4.7.3 Methods used by Head teachers to Motivate Staff

Methods used by Head teachers to Motivate teachers was the third theme investigated in the research. Motivation is a very important aspect in the operations of any organization where results are valued. In a school, it is not only important to students



but also the teachers, whether directly or indirectly. It is important that head teachers should be groomed in the psychology of motivation.

The study revealed that more than half of the total respondents indicated that head teachers motivate teachers through: verbal praises (57) representing 95%, Organizing end of term get together (43) representing 71.7%, Provision of pens to teachers to use for their daily marking (51) representing 85.0%, Select teachers to attend workshop/ In service training (38.3%), Sympathized with while in problem (54) representing 90.0%, delegating responsibilities to teachers (41) representing 68.3% and Servicing staff meetings (water & minerals) 65.0%. This is an indication that at least half of the proportion of respondents who participated in the study felt that head teachers were motivating teachers in their line of duty in schools. Almost half of the respondents (26) out of 60 reported that head teachers query teachers and report them to circuit supervisors when they fall foul of their duty. This is in line with D'Souza (2003) who indicated that motivation involves ensuring an open organizational climate, which is supportive, considerate, provides satisfaction and relevant job distribution, provide consultative and co-operative decision making and is open to change.

Similarly, Organization for Economic Co-operation and Development (OECD 2009) in the literature observed that it is essential to celebrate, recognize and reward the work of teachers using both tangible and intangible means. Corresponding to this research finding is the work of Emerson (1993), who indicated that verbal praises, servicing meetings in schools and providing of stationery to teachers are the dominate ways head teachers use in motivating their teachers. The most widely used method of motivation used by head teachers was the issuance of verbal praises to hard working teachers when the need arises. The findings suggested that to a very large extent head teachers are supportive to teachers in as much as they can morally, financially and duty wise. In line



with previous research works, Ankomah (2002) noted that head teachers because of resource constraints resort to verbal praises to motivate their teachers who excel in their duties.

The general findings under teacher motivation are in line with what Goffman (1961) describe in the role theory as performance drivers, that is for teachers to carry out effectively their role set, they must be some benefits that they expect and this are what drives them to perform better. Biddle (1986) considers motivation in cognitive role theory, which focuses on relationships between role expectations and behavior, therefore to him the link between role expectations and behavior is motivation. Therefore, once teachers know what is expected of them and they are motivated well enough they will behave towards achieving that expectation. Head teachers as part of their role set is expected to motivate teachers to give their best in the curriculum implementation process.

4.7.4 Channels of Communication between Head teachers and Teachers

The fourth theme discusses the Channels of Communication head teachers use to communicate curriculum information to teachers. Mkpa (2005) remarked that in Ghana, it is at the implementation stage that many excellent curriculum plans and other educational policies are marred and this is largely attributed to communication challenges, hence the need to discuss the channels of communication used by head teachers and teachers towards effective curriculum implementation. Communication is essentially a bridge of understanding between people in any institution (Mbiti, 1999).

The study finds most of the participants (56) out 60 representing 93.3% responding that head teachers used staff meetings to communicate information on curriculum implementation. This is supported by Sekyere (2015) who indicated in his study that



most head teachers in basic schools in Ghana communicate curriculum information through staff meetings. However, the finding is at variance with Mpka 2005 who in his study of communication channels in secondary schools in Kenya observed that notice boards and circulars are the most channels used as by head teachers to communicate information to teachers. The difference in the findings may be attributed to the fact that Mpka study was on secondary schools while this current study is based on public basic schools.

The study also reveals that 26 out of 60 indicated that head teachers organize staff meetings thrice per term. This was an indication that most school heads were discussing issues on curriculum and instructions with staffs during staff meetings. Also, 23 and 17 out of the 60 respondents indicate head teachers communicating through notice boards and school assemblies. The finding of the research where more than half of the respondents indicating that head teachers always organize staff meetings twice or more in a term is in line Annan (2006) who observed in his study that most head teachers in the Central Region organized staff meetings thrice per term. It also conforms to Ghana Education Service mandatory requirement that head teachers should organize staff meetings not less than twice a term.

The study also shows the use of 'whatsapp' platforms for communication between staff members, this was reported by 34 out of 60 participants revealing that it is being used as medium of communication in their schools. The finding is supported by Owen (1992) who indicated that more technological improved methods should be adopted in schools for sharing information especially when schools are on holidays. This is in tandem with what Biddle (1986) described as role innovation, which he said is often carried out for the purposes of control and connection to others. One can there say that head teachers



employed this 'whatsapp' platforms for sharing of information purposely to get more connected to teachers even during non-schooling hours.

Use of assemblies and notice boards is also justified by Emerson (1993) in the literature who indicated that oral communication can be done in assemblies, while written communication can be done through reports, minutes, internal memos, and notice boards. Owen (1992) further asserts that notice-boards need to be large enough to hold notices, and divide into sections so that staff knows where to look to find the information they need, including the section marked 'Urgent'! Memos from Head teachers and assistant head teachers can be printed on different colored paper, to make them easier to distinguish. The larger the school, the more imperative it is to make sure that any changes in routine are notified through the proper channels.

In general, the interactionist perspective of role theory posits that for people to carry out their role sets expected of them within a larger group there need to be constant negotiation between individuals since roles are not fixed, and this can only be possible through effective communication of information and ideas. This is in line with the findings indicated above where more than half of the respondents indicated that they communicate regularly with head teachers and vice versa

4.7.5 Challenges head teachers faced in carrying out their roles in the curriculum implementation process

The research ended on the theme that was not part of the objectives but was observed from the responses of the participants which was on the challenges head teachers faced in their quest to perform their roles in the curriculum implementation process. It was revealed by the study based on the interview conducted that 53 out of 60 participants indicated that inadequate text books/ teaching and learning materials is a major



challenge. This was closely followed by 49 participants who reported that there is inadequate or lack of training (administrative and financial management) for basic school administrators in the municipality with many having limited knowledge on administrative and financial management practices, significant number (43) of the respondents also mention dual roles perform by head teachers, limited fund as in capitation grants and lack of motivation for the head teachers were also reported.

Although head teachers indicated that they have employed various strategies to deal with the challenges faced, such as having students to share textbooks, encouraging teachers to improvise, and purchasing TLMs with the little capitation grants. On the performance of dual roles by head teachers, UNESCO (1993) in supporting this finding indicated that most schools in Ghana lack the required number of teachers and therefore head teachers are made to teach and also carry out their administrative work. Most of the head teachers who were faced with this challenge indicated that the normally arrange extra classes for the pupil when their administrative roles conflict with their lessons. The above finding of dual roles is described in the role theory by Biddle 1986 as role conflict, where the head teachers encounters challenges as a result of being expected to perform different incompatible roles simultaneously. It is therefore obvious the curriculum implementation process has not been given adequate attention by government and other stakeholders of education and therefore more needs to be done to assist head teachers in carrying out their roles in the curriculum implementation process. Without that we will be putting the cart before the horse and expect it to run as fast as possible.

The discussion concludes on the general implication of the role theory which underpins this research to the central thesis of the research, that is the headteacher role in curriculum implementation. The analysis of the concept indicates that role is a complex



issue. Mbiti (1999) define role as a dynamic multi-dimensional phenomenon with networks of relationships, reciprocal rights and responsibilities. Mbiti makes some interesting comments about "role" and head teachers. She says that no single individual can define role alone, stating the heads, alone, cannot define any management role in the school. This is because a role is defined by the expectations of all the individuals and groups who form the role set of the role occupant, head teachers therefore have to carefully consider how others should be involved in the process because the head teachers role is crucial in shaping the role of the teachers. The theory also highlighted that networks of relationships can give rise to role strain, role conflict and changes in role expectations. Some examples of conflict could be differences of philosophy, views about government legislation, different expectations of role set members, this is observed in the research where most teachers have negative responses to the idea of head teachers visiting their classes to observe them teach and role conflict was also indicated when more than half of the respondents indicated that dual roles perform by head teachers was also a challenge, where head teachers are torn between teaching and observing their administrative roles. In a nutshell, the research agrees largely with the theoretical underpinnings of the role theory as developed by Goffman (1961) and later by Biddle and Thomas (1986).



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the entire research. It is organized in to three categories. where section 5.2. provides a brief general summary of the study reflecting the research problem, objectives and methodology employed in data collection as well as the summary of the findings. Section 5.3 present the conclusion of the research and section

5.4 focuses on the recommendation of the study both for action and areas for further studies.

5.2. Summary

5.2.1 General Summary of the Study

This study examined the role and responsibilities of school administrators in curriculum implementation in Wa municipality with a view to finding out their commitment to the important task of closely monitoring the implementation of curriculum to improve curriculum delivery. To attain its goal, objectives were set and research questions developed from the objectives in chapter one. The related literature was reviewed in chapter two and indicated that school has certain roles to play in the curriculum implementation process. The methodology for carrying out this study was presented in chapter three. Both simple random and purposive sampling techniques were employed to obtain a total of 60 respondents from whom data were generated. Actual data collection employed semi-structured interviews which were held with both head teachers and teachers as well as documentary review as methods of data collection. The collected data were presented, analyzed, synthesized and reported using both quantitative and qualitatively methods. The study was guided by Goffman's (1961) Role Theory. The study employed mixed method design targeting 30 head teachers and 30 teachers.

5.2.2 Summary of Findings

The findings of this study was based on specific objectives of the study, namely to: (i) Examine how head teachers evaluate teachers on the curriculum implemented in schools (ii) Find out the state or situation of teaching and learning materials in basic schools (iii) Find out what head teachers do to ensure the availability and use of teaching and learning materials in basic schools (iv) Explore methods of teacher



motivation employed by school administrators in basic schools in their implementation of the school curriculum (v) Determine the channels of communication of head teachers and teachers in the implementation of the curriculum in basic schools.

In the first objective, the study established majority of the respondents (48) out of 60 reporting that head teachers always organize meetings and involve teachers in making school programmes. A significant proportion of them (38) representing 63.3% also indicated that head teachers engage in periodic inspection of records and schemes of work. Those who reported that head teachers always vet teacher's lesson notes were (30) making 50.0%. Also, more than half (36) of the respondents representing 60.0% indicated that they often keep written records of individual performance. This shows that most of the head teachers in the sampled schools were frequently engaging in the evaluation of the three aspects mentioned. However, more than half of the respondents confirmed that head teachers sometimes or never engage in any of the following activities in order to guide teachers that is visiting lesson sessions in class (40) making (66.7%). Organizing school-based INSET (32) respondents representing 53.3%. Inspecting syllabus coverage (42) respondents making 70.0% and checking students' assignment and exams scripts (46.7%) representing 28 respondents. This is an indication that more than half of the head teachers who participated in the study rarely or never evaluate teachers on the actual implementation of the curriculum that is observing teachers teach in classrooms, inspecting syllabus coverage and checking students' assignments and exam scripts as well as organizing INSET for teachers. The study also found out that 18 head teachers making 30.0% used teacher's own-evaluation report sheets to evaluate teacher's performance at the end of the term and year.

Regarding the second and third objectives, the study found that All the 60 respondents who participated in the study reported that the following teaching and learning materials



were available in the schools; chalks/markers, textbooks, Stationery, classroom furniture, computers, teaching aids, mathematical sets and teachers lesson notes books. On the other hand, all the 60 participants indicated that computers were inadequate, 47 respondents representing 78.3% and 39 respondents making 65% also reported that classroom furniture and textbooks respectively were inadequate. The result implies that teaching and learning materials were available in the sample schools but not adequate. The study has also found that 46 out of the 60 respondents indicating that head teachers always encourage teachers to improvise for teaching and learning materials that are not readily available while nearly all the respondents (56) indicated that head teachers do not help teachers in selecting the requisite teaching and learning materials that suit a particular topic of study but were active when it comes to taking inventory of the available teaching and learning materials in their respective schools.

Based on the fourth objective, the study found that head teachers were using different methods to motivate teachers to work harder. The respondents indicated that head teachers motivate teachers through the following ways: verbal praises (57 out of 60) was the method used by most of the head teachers, followed by Sympathizing with teachers while in problem recording (54 out of 60) respondents and Provision of pens to teachers to use for their daily marking also reported by most respondents (51 out of 60). The following was closely followed by head teachers organizing end of term get together for their teachers, which was indicated by (43 out of 60) respondents and delegating responsibilities to teachers being reported by (41) out of the 60 respondents. Servicing staff meetings (water & minerals) was also indicated by (39 out of 60) respondents while (23 out of 60) respondents indicated that head teachers motivate teachers by Selecting them to attend workshop/ In service trainings. However, (26 out of 60) of the respondents reported that head teachers query them and report them to



circuit supervisors when they fall foul of their duty. This is an indication that greater proportion of the respondents who participated in the study felt that head teachers always motivated teachers in their line of duty in the selected schools

On the fifth objective, the research established that almost all the head teachers used staff meetings to communicate information on curriculum implementation to teachers as reported by (56) out of the 60 respondents. The study also found that (26) out of the 60 respondents indicated that head teachers organize staff meetings thrice per term. This was an indication that most school heads were discussing issues on curriculum and instructions with teachers during the staff meetings.

It was also found in the study as reported by the respondents that notice boards (23 out of 60) and school assemblies (17 out of 60) were the least used mediums by head teachers to communicate curriculum implementation instructions to teachers. The study further found that the use of 'whatsapp' platforms for communication between staff members is on the increase with (34) out of 60 respondents revealing that it is being used by head teachers in their schools to communicate curriculum information.

Lastly, the study found that the following challenges head teachers faced in their quest to perform their required roles and responsibilities. 49 participants representing 81.7% reported inadequate or lack of training (administrative and financial management) for basic school administrators in the municipality with many having limited knowledge on administrative and financial management practices. Also (53) participants representing 88.3% indicated that inadequate text books/ Teaching and Learning Materials (TLMs) or resources is a major challenge. More so, limited funds (inadequate and delay in release of the capitation grants) has also been identified as an impediment affecting the functionality of basic school administrators as (42) participants



representing 70.0% of the total participants indicated and explain that the situation makes it difficult for head teachers to buy the necessary items needed to carry out school activities for the academic year. It was further mentioned by (43) participants that dual roles (administrative work alongside teaching), denoting 71.7% was a major impediment affecting the functioning of the basic school administrator work in the municipality. Also, (49) participants representing 81.7% reported that there is inadequate or lack of training (administrative and financial management) for basic school administrators with many having problems with administrative and financial management of the schools.

5.3 Conclusion

Based on the findings as summarized above, the study concludes that, most head teachers in the sampled schools were not engaging in their roles properly in the curriculum implementation process. The study established that head teachers partially engaged in curriculum and instruction practices, they do not evaluate teacher's performance properly in the curriculum implementation process. The study also concluded that inadequacy of teaching and learning materials/resources affected effectiveness of head teachers supervisory role in the curriculum implementation process in schools because It was established that teaching and learning resources in schools were available in schools but they were not adequate for use. Regarding the channels of communication in schools, the study concludes that schools' heads were discussing issues on curriculum instructions during staff meetings but then then there was a worrying trend were important curriculum instructions were communicated through 'whatsapp' pages, this could have serious effect on the relay of vital curriculum information. The study established that majority of the head teachers were motivating



their teachers through different ways with the dominate one being the use of verbal praises

The outcome of the study also has some implications for educational policy makers. One critical question is how public basic schools could be adequately resourced to ensure that head teachers preform their roles effectively to reduce the public outcry of falling standards of education at the basic level. The obvious answer is that quality education is not centered on only how many schools are built per year but how effective the head teachers are in carrying their responsibilities in the curriculum implementation process. As long as the public basic school administrator is not adequately resourced to perform his/her role effectively, quality education will continue to face public criticisms and parents will continue to prefer the expensive private schools for their children to the neglect of public basic schools (Opare, 1999). The study therefore concludes that, head teachers should be given more Inservice training on their specific roles and responsibilities in the curriculum implementation process with more emphasis on instructional supervision of teachers.



5.4 Recommendations

From the knowledge gained through the research, the following recommendations are made both for action and for further research based on the findings, analysis, discussion and conclusions with the hope that they would make head teachers more efficient in carrying out their roles effectively in the curriculum implementation process in the municipality.

5.4.1 Recommendations for Action

Based on the findings above, the following recommendations were made:

1. For improvement of curriculum and instructional management, school heads should improve on; frequency of visiting lesson sessions, vetting teachers lesson notes, inviting teachers to observe him/her teach and checking students' assignments and exams scripts to ensure regular marking takes place and standard of work given to students since this constitute the core of curriculum delivery.
2. On the issue of teaching and learning materials, it was established that schools were ill equipped with TLMs and this undermined head teachers performance in curriculum and instruction evaluation. It is recommended that all stake holders such as the ministry of Education, Ghana education service and other non-governmental organizations work tirelessly to remove the impediments of inadequate or lack of teaching and learning resources faced by basic school administrators in the discharge of their duties especially textbooks. Failure to do this may result in putting the cart before the horse while expecting it to drag it along.
3. Head teachers should be encouraged to communicate curriculum instructions through staff meetings and notice boards and avoid using platforms like 'whatsapp pages' in the municipality which are not always reliable, at best they could be used as backups.
4. Government through Ministry of Education should reconsider the disbursement of capitation grants by increasing and changing the allocation criteria of capitation grants to basic schools to reflect equity and needs of schools and not per child and also avoid the delays in the disbursement process, so that head teachers who are handling schools with low enrollment could also get enough



funds to enable them perform their roles effectively especially by improving on the ways they motivate their teachers in the schools.

5. The Ministry of Education and its relevant agencies need to always conduct relevant orientation for newly appointed head teachers for basic schools in order to take them through the rudiments of administrative and financial management practices as well as their supervisory roles as heads of schools to enable them address some of the challenges they face in the schools. Also, the Continuous Professional Development (CPD) of basic school administrators as well as their appraisal at a close interval should be a priority of all educational stakeholders. Municipal Training Officers (MTOs) can do this through in-service training, induction, mentoring or granting basic school administrators' permission to undertake related courses in accredited higher institutions.
6. Furthermore, the dual role played by most basic school administrators should be stopped with immediate effect if only they are expected to perform well as administrators. No two concepts are the same, and combining such important roles as an administrator and a teacher may have the tendency of rendering them ineffective in one or both. The end results of such ineffectiveness might be the chronic implementation of the national curriculum. The government should recruit more teachers to fill the backlog of teachers needed in the municipality, this will help separate the role of administration and teaching such that no head teacher will be made to teach in addition to his administrative work in order to make head teachers more responsive to their roles in curriculum implementation process.

It is the hope of the researcher that the recommendations made so far would be critically examined and given the needed consideration by the appropriate authorities who are



responsible for providing the needed support to enhancing head teachers roles in the curriculum implementation process in schools in the Wa Municipality. All said and done, it must be noted once again that head teachers role is very important to the curriculum implementation process and they have a very high influence on the performance of teachers in the schools, therefore educational authorities should not in any way undermine the role that head teachers play in the implementation of school curriculum.

5.4.2 Recommendations for Further Studies

This study made the following recommendations for further studies:

This study has raised a number of questions which have convinced the researcher that there is the need to study into other areas of administrative task of head teachers. It is a recommendation of this study that a similar study be conducted in other Districts and municipalities all over the country so as to come up with comparative findings that would provide a clear and real image regarding the role and responsibilities of school administrators in the curriculum implementation process. Likewise, this study recommends also, that thorough studies be conducted to find out how the roles of school heads relate to students' academic performance in other public and private schools. A study should be conducted to find out if parental and community factors influence head teachers role in management of curriculum instruction in schools.





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APPENDIX

INTERVIEW QUESTIONS

INTERVIEW GUIDE TO GENERATE INFORMATION ON THE ROLES AND RESPONSIBILITIES OF HEATEACHERS IN CURRICULUM IMPLEMENTATION IN BASIC SCHOOLS IN THE WA MUNICIPALITY

Dear sir/madam,

The purpose of this study is to explore the role and responsibilities of school administrators in curriculum implementation in basic schools. The researcher is a post graduate student [Mphil] at University for Development Studies (Wa campus). Your school is one of the selected samples. Please, may you kindly accept to be one of my sampled respondents, and hence provide me with required information for the achievement of this study objective. I understand the terms, conditions and sense of confidentiality in carrying out research work. Thus, the information given will be used solely for this academic exercise.

SECTION A: SOCIO-DEMOGRAPHIC AND PROFESSIONAL BACKGROUND OF RESPONDENTS

1. Position: headteacher
- teacher.....
2. Circuit:
3. Age
4. Sex: Male..... Female.....
5. Grade teaching: KG..... Primary..... JHS.....
6. School setting: Rural Urban.....
7. Name of the school.....
8. Which management unit is the school under.....
9. What is your Professional Qualification?.....
10. What is your academic qualification
11. What is your rank in the service.....
12. Number of years in the service.....

SECTION B: EXPLORING TEACHERS EVALUATION IN BASIC SCHOOLS IN THE CURRICULUM IMPLEMENTATION PROCESS

Bi. Expected respondents (head teachers)

1. Can you please talk about the knowledge you have in curriculum implementation and trainings you have had since you became a teacher?



2. What method or criteria do you use to evaluate teacher's efficiency?
3. How often do you check teachers records, scheme of work and lesson notes within a term?
4. How often do you visit classrooms to observe how individual teachers teach and what is/are your observation(s) about the teachers' attitude in the classroom?
5. Can you please talk about how you check students' assignments and exam scripts to ensure that regular marking takes place?
6. How often do you organize school-based INSET for your teachers?
7. What is your opinion about organizing school-based INSET for teachers?
8. How do you deal with teachers who do not complete the syllabus on schedule?
9. What is your opinion about regular supervision of teachers?

B ii. *Expected respondents (teachers)*

10. Please talk about the methods your headteacher use to evaluate you as a teacher.
11. How often does your headteacher visit lesson sessions in your classroom and how significant is that to your performance as a teacher.
12. Please how often does your headteacher checks student assignment and class test scripts
13. Please explain what your headteacher usually check for when supervising students' assignments
14. Please can you explain at what intervals does your head teacher check your scheme of work and lesson notes and how important is such an exercise.
15. How often does your headteacher organize school-based INSET?
16. What is your opinion about headteacher organizing school-based INSET?
17. What is the response of your headteacher to teachers who do not complete their syllabus on schedule?



18. What is your opinion about head teachers regularly supervising teachers?

SECTION C: FINDING OUT THE STATE OR SITUATION AND AVAILABILITY AND USAGE OF TEACHING AND LEARNING MATERIALS IN BASIC SCHOOLS

Ci. Expected respondents (head teachers)

1. What type of teaching and learning materials are available in your school?
2. Please talk about the type of teaching and learning materials teachers use often in the school.
3. What is the source of your teaching and learning materials in the school?
4. How often do you take delivery of TLMs?
5. Do you develop teaching and learning materials to cater for cases of inadequacies?
6. What do you do to ensure that teachers use available teaching and learning materials to teach pupil in class?
7. How do you deal with teachers who refuse to use teaching and learning materials to teach?
8. In your opinion do you think there is a relationship between availability and use of TLMs and teaching and learning outcomes.

Cii. Expected respondents (teachers)

9. How often are teaching and learning materials provided in the school by the headteacher.
10. What kind of teaching and learning materials do you have in your school; please can you mention them?



11. Please do you have adequate teaching and learning materials in the school
12. What efforts are put in by the headteacher to ensure that the school is able to get the required teaching and learning materials for the school?
13. Does the headteacher insist on the usage of teaching and learning materials in lessons by teachers? Why do you say so?
14. How does the adequacy and use of teaching and learning materials help in teaching and learning outcome?

SECTION D: EXPLORING THE METHODS OF TEACHER MOTIVATION EMPLOYED BY SCHOOL ADMINISTRATORS IN BASIC SCHOOLS IN THEIR IMPLEMENTATION OF THE SCHOOL CURRICULUM

Di. Expected respondents (head teachers)

1. Please talk about the strategies you often use to motivate your teachers to work harder.
2. Please when was the last time you motivated your teachers and what did they do to require such motivation
3. In your view what is/are the importance of teacher motivation in the school curriculum implementation process

Dii. Expected respondents (teachers)

4. Please does your headteacher motivate you to work harder and what are the methods that he/she uses to motivate teachers
5. How often does your headteacher motivate teachers in their line of duty to work harder?
6. When was the last time your headteacher motivated a teacher in this school and what did he/she do to achieve the motivation?



7. Please talk about the importance of teacher motivation in the curriculum implementation process

SECTION E: DETERMINING THE CHANNELS OF COMMUNICATION OF HEAD TEACHERS AND TEACHERS IN THE IMPLEMENTATION OF CURRICULUM IN BASIC SCHOOLS.

Ei: *Expected respondents (head teachers)*

1. Please explain how often you communicate with your teachers
2. What channels or medium or forum do you use to communicate information or instructions on curriculum implementation to teachers.
3. What is your view about the channel of communication that is currently used in the school?
4. How does communication influence curriculum implementation in your school, please explain?
5. Please share your experiences on instances where poor or effective communication with your teachers either affected or improve the curriculum implementation process in your school.

Eii. *Expected respondents (teachers)*

6. Please explain how often teachers communicate with your headteacher
7. What channels or medium or forum does your headteacher use to communicate information or instructions on curriculum implementation to teachers.
8. Please share your experiences on instances where poor or effective communication with your headteacher either affected or improve the curriculum implementation process in your school.
9. Please talk about the importance of effective communication in the curriculum implementation process



Expected respondents (head teachers/teachers)

10. Apart from the above duties stated above, what other role do head teachers play towards the effective functioning of the school.
11. What are some of the challenges head teachers face in carrying out their responsibilities for effective curriculum implementation?
12. Any suggestion of solutions.....

