

**UNIVERSITY OF EDUCATION, WINNEBA**

**HEADTEACHER'S ADMINISTRATIVE PRACTICES AND  
QUALITY EDUCATION DELIVERY AT THE BASIC SCHOOL  
LEVEL IN TEMA WEST MUNICIPALITY**

**VERONICA ANGMOR**

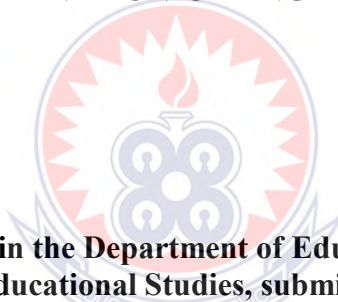


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EDUCATION DELIVERY AT THE BASIC SCHOOL LEVEL IN TEMA  
WEST MUNICIPALITY**

**VERONICA ANGMOR**



**A dissertation in the Department of Educational Foundations,  
Faculty of Educational Studies, submitted to the School of  
Graduate Studies, in partial fulfilment  
of the requirements for the award of the degree of  
Master of Education  
(Supervision and Quality Assurance)  
in the University of Education, Winneba**

**FEBRUARY, 2022**

## DECLARATION

### Student's Declaration

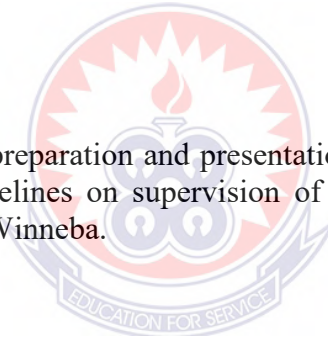
I, Veronica Angmor hereby declare that this dissertation with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is the result of my own original research, and that no part of it has been presented for another degree in this University or elsewhere.

Signature: .....

Date: .....

### Supervisors' Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.



Paul Kobina Effrim PHD, (Supervisor)

SIGNATURE: .....

DATE: .....

## **DEDICATION**

To my uncle Mr. Joseph Teye Ahumah and son Michael Angmor.



## ACKNOWLEDGEMENTS

It has not been easy coming this far especially with this academic work coupling with work and family commitments. Nevertheless, this mission has been made a success.

First and foremost, my profound appreciation goes to my supervisor Dr. Paul Kobina Effrim whose painstaking and constructive criticisms provided an eye-opener and guidance in completing this dissertation.

To my lovely family, I say kudos to their support in a variety of ways, and to the thousands of unsung heroes whose quiet work in the background has contributed in a variety of ways to make this study a success.



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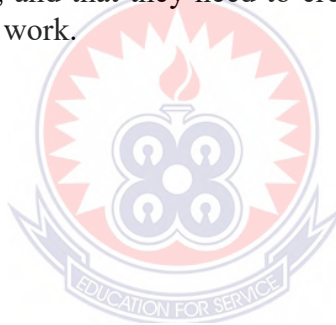


## LIST OF ABBREVIATIONS

BECE	Basic Education Certificate Examination
CG	Capitation Grant
CII	Curriculum and Instruction Implementation
CRDD	Curriculum Research and Development Division
FM	Financial Management
GES	Ghana Education Service
HRM	Human Resources Management
KCSE	Kenya Certificate of secondary education examinations
MMDAs	Metropolitan Municipal District Assemblies
NGOs	Non-Governmental Organisations
NTTC	National Teacher Training Council
PFM	Physical Facilities Management
PTA	Parent Teacher Associate
SMC	School Management Committee
SPAM	School Performance Appraisal Meeting
SPIP	School Performance Improvement Plan
SPSS	Statistical Package for Social Sciences
TQ	Total Quality
TWMA	Tema West Municipal Assembly
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
VIF	Variance Inflation Factor

## ABSTRACT

The government of Ghana has taken steps to ensure the realizations of quality education in the country. However, there is still problems with low quality of education and academic performance. It has been argued that the headteacher is a key person in the administration of a school, whose function is to offer effective managerial leadership towards provision quality of education. This study therefore, sought to examine the extent to which headteacher's administrative practices affect quality education delivery at the basic school level in Tema West Municipality. The study employed descriptive survey research design and used purposive sampling in selecting headteachers of 125 basic schools in the Tema West Municipality. The study used questionnaires in eliciting the data and based on the regression analysis, the study showed that headteacher's curriculum instruction implementation, financial management, physical facilities management and HRM practices have significant positive effect on quality education delivery in the Municipality. The study recommended that the headteachers should be aware of the basic curriculum theories in order to adequately influence the determination of instructional goals and objectives. It was also recommended that the headteachers should ensure effective financial management practices in their schools. Also, the headteachers should ensure that the physical structures of the schools are safe, neat, attractive and in good shape for teaching and learning, and that they need to create good conditions in the school for the staff to enjoy their work.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Every country's economy is built on education since it generates the needed human resources. It is impossible to overstate the importance of quality management in the educational sector, particularly at the elementary level. Therefore, the head teacher's responsibility for guaranteeing equal access to education should not be diminished. Every nation's basic education system serves as the cornerstone for its academic future, and this is only feasible if basic schools are managed with excellence (Nboyine, 2017).

It is without a doubt that every Headteacher's ambition to have his or her school ranked among the best in national test results, claim Day and Sammons (2016). When the final findings are revealed, schools that made wise investments see favorable outcomes, which they joyfully celebrate. Without the effective role of head teachers, which is reliant on the abilities they have in managing the system and process, this cannot be realized. The primary duties of a head teacher are to administer a school effectively and with professionalism. The majority of school administrators around the world hold their positions based on experience rather than formal training. According to Sushila's (2004) study, head teachers are supposed to be linking change agents in top-performing schools. Therefore, a head teacher who can speak clearly, make changes, and be charismatic is essential for a high-quality education. They are supposed to oversee daily operations of the academic, financial, and administrative aspects of the institution.

In order to play an effective influence position in school administration or leadership, Yukl (2006) defines such a leader as having good interpersonal relationships, being ethical, supportive, likeable, competent, and trustworthy. As a result, the head teacher serves as a decision-maker, problem-solver, and obstacle-buster. Such qualified and competent professionals are expected to advocate to the line agencies, such as the Ministry of Education, provincial and local bodies, as well as the local communities, to ensure that the school has qualified human resources, physical resources, libraries, and laboratories that are well stocked and equipped, in addition to using teamwork with co-workers as a working strategy to enable students to acquire a holistic education. The expected result is experiential learning that emphasizes life skills and calls for an environment with excellent head teacher-teacher, teachers-students, and teacher-parent relationships that will ensure an enriched curriculum with a relevant subject matter for the efficient delivery of academic activities in schools that uphold quality education (Atta et al., 2013).

Head teachers in Ghana are chosen based on their length of service with the Ghana Education Service. In terms of rank and years of service, the head teacher is typically the most senior. Although they may not have received specialized academic or professional training in managerial strategies or abilities that would help them in their administrative responsibilities, they are typically considered the most experienced due to their long tenure in the industry, because they had very limited authority over school administration in the past, the head teacher's function was less complex. Headteachers in the 21st century have their roles changed to fit modern trends and currents, some of which include motivate and manage staff by delegating responsibility, managing the capitation grant, school feeding programme, supervision, setting expectations and targets and evaluating staff performance, vetting lesson notes,

advocacy, lobbying and poaching for hard working teachers, organizing, parent teacher associate (PTA) and staff meetings and, applying the procurement law of Ghana (Ghana Education Service (GES), 2010).

In Ghana, basic education is the minimum period of schooling for children's acquisition of basic literacy, numeracy and problem-solving skills as well as skills for creativity and healthy living. This sums up the importance of basic education as a right of every Ghanaian child. In view of this, the Constitution of the Republic of Ghana makes it mandatory for every Ghanaian child to have access to quality basic education. Basic education in Ghana is therefore free, compulsory and universal. The current basic education system of eleven (11) years is made up of 2 years kindergarten, 6 years primary, and 3 years Junior High (2-6-3). The administrative heads of basic schools in Ghana are referred to as headteachers who are expected to ensure that school and educational goals are achieved (Esia-Donkoh, 2014). The head teacher is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it academic or administrative. Schools can make a difference to student achievement and the head teachers' leadership is one factor determining that success. It is therefore important that the performance of a school is appraised against the performance of the person who leads it. Training in a particular skill is the core for effectiveness and efficiency in every field of life and in education equipping headteachers with managerial skills would lead to performance hence this study sought to examine headteacher's administrative practices and quality education delivery at the basic school level in Tema West Municipality.

## 1.2 Statement of the Problem

This study is founded on two main problems, thus practical and empirical problems as regards topic under consideration. With the empirical problems, it is important to reiterated that education has always proven to be a very important tool for development in any country. In Ghana, however, although the government has taken steps to ensure the realizations of quality education, there is still problems with low quality of education and academic performance (Manase, 2019). However, in the Tema West Municipal Assembly (TWMA) it was reported that private basic schools in the Tema Metropolis in 2019 recorded better results in the Basic Education Certificate Examination (BECE) indicating 87 percent of their 1,800 candidates in private basic schools passed. Although, public basic schools in the Metropolis on the other hand, recorded an unimpressive 56 per cent pass out of the 2,014 candidates they presented and 55 percent of boys in public schools passed the BECE whereas 45 per cent failed (Ghana News Agency, 2020a). A critical look at pupils' performance at the basic schools in the Tema Metropolis indicates that some schools were consistently performing well whereas many other schools continued to have poor performance (TWMA, 2021).

The crucial question that arises from the above practical problem is that, "to what extent does headteachers provide effective managerial leadership and how can this affect quality of education delivery in the Municipality?" Better said, one wonders whether headteacher's administrative practices affect quality education delivery. According to Manaseh (2016), the headteacher is a key person in the administration of a school, whose function is to offer effective managerial leadership towards quality provision of education. In this regard, Yasin (2020) attributed poor academic achievement to headteacher's administrative tasks and these include lack of financial

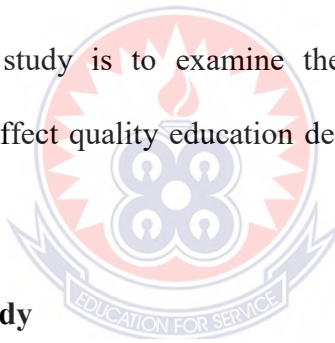


management, academic management, office management, human resource management and general management.

Empirically, there have been extant researches on headteacher's administrative practices in Ghana and these include Esia-Donkoh (2014); Donkor and Asante (2016) and Nboyine (2017). However, there is paucity of knowledge on the effect of headteacher's administrative practices affect quality education delivery at the basic school level. This study sought to bridge this gap by investigating the relationship between headteacher's administrative practices and quality education delivery at the basic school level.

### **1.3 Purpose of the Study**

The main goal of this study is to examine the extent to which headteacher's administrative practices affect quality education delivery at the basic school level in Tema West Municipality.



### **1.4 Objectives of the Study**

The specific objectives of the study were to:

1. assess how headteacher's curriculum instruction implementation practices affect quality education delivery at the basic school level in Tema West Municipality.
2. establish the effect of headteacher's financial management skills on quality education delivery at the basic school level in Tema West Municipality.
3. examine the effect of headteacher's physical facilities management on quality education delivery at the basic school level in Tema West Municipality.

- investigate the relationship between headteacher's human resource management and quality education delivery at the basic school level in Tema West Municipality.

### **1.5 Research Questions**

The study sought to address the following research questions:

- How does headteacher's curriculum instruction implementation practices affect quality education delivery at the basic school level in Tema West Municipality?
- What is the effect of headteacher's financial management skills on quality education delivery at the basic school level in Tema West Municipality?
- What is the effect of headteacher's physical facilities management on quality education delivery at the basic school level in Tema West Municipality?
- What is the relationship between headteacher's human resource management and quality education delivery at the basic school level in Tema West Municipality?

### **1.6 Significance of the Study**

The findings of this study may be of importance to the government, the Ministry of Education, school leaders, teachers, parents and students Non- Governmental Organisations which would read it. Therefore, this study may benefit the following parties and stake holders:

Firstly, the study would benefit the Government, or the Ministry of Education. The study would bring to light whether or not headteacher's administrative practices affect quality education delivery at the basic school level. Based on the finding of this study, policy makers and appointing authority would be well-informed on the need to

provide managerial skill training, in-service training programmes, induction courses among others for both new and old headteachers already serving who did not undertake leadership and management courses at training colleges and the university.

Secondly the findings from this study would also benefit School Leaders and Managers especially those at the basic education level in Ghana. The study findings would bring to light whether headteachers should always crave for managerial skill training courses, short leadership in-service programmes in order to update themselves in their leadership skills and their administrative performance. In addition to the above Teachers, Students and Parents; the teachers and students would be helped in their day to day management of classroom activities and improve performance. Students, parents and the community at large would benefit from the improved performance in areas of academics and discipline.

Finally, to researchers, the outcome of this study would form a basis for further research on managerial skills and administrative performance of headteachers and quality education delivery at the basic school level. This may lead to new ideas on managerial skills of headteachers and quality education delivery.

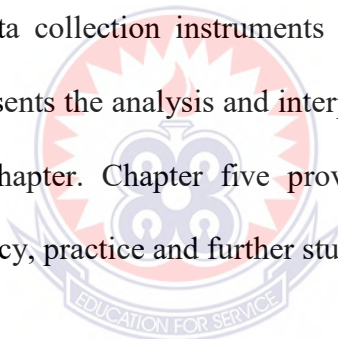
### **1.7 Scope of the Study**

The study focused headteacher's administrative practices affect quality education delivery at the basic school level in Tema West Municipality. In context, the study examined headteacher's curriculum instruction implementation practices, financial management skills, physical facilities management and human resource management, which constitute administrative practices and how these key variables affect quality education delivery at the basic school level. Data was collected from headteachers of

basic schools in the Municipality. The approach to data collection was quantitative in nature of which data were obtained using questionnaires.

### **1.8 Organisation of the Study**

The study is organised into five main chapters. Chapter one gives a general overview of the study. The chapter covers the background to the study, the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study. Chapter two examines theoretical underpinnings and frameworks that support the study and critically evaluates the deviations and validations in existing literatures relating to the subject under study. Chapter Three highlights the appropriate methodology for the study. It covers the research design, population, sampling, data collection instruments and procedure and data analysis method. Chapter four presents the analysis and interpretation of data. The findings are also discussed in this chapter. Chapter five provides summary, conclusions and recommendations for policy, practice and further study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter reviews empirical studies related to the subject under consideration. The main areas review of theoretical, concepts and empirical studies relating to headteacher's administrative practices and quality education delivery. The chapter also presents the conceptual framework to guide the study.

#### 2.1 Theoretical Framework

##### 2.1.1 Managerial skills theories and models

The significance of Katz's theory of managerial skills to this study is based on Katz's (1955) publication of the theory of leadership in the Harvard Business Review article, "Skills of an Effective Administrator," which became a well-known theory in that year. Katz's firsthand observations of executives at work and field research in administration served as the foundation for the study. In his work, he made the argument that three fundamental personal skills, technical, interpersonal, and conceptual skills—are necessary for effective administration or leadership. He determined that the most crucial abilities that executives shared and regularly employed were these three categories. Katz (1975) studied the connection between managerial competency and levels of hierarchical management. This led to the setting of the areas of managerial skills and determination for which level they are characterized as technical, human and conceptual skills. This theory is beneficial because it is skills-based theory of leadership which acknowledges that anyone can become a leader.

To acquire the abilities of a good leader, people merely need to locate pertinent resources and put in a lot of effort. This is encouraging for people who are interested in gaining leadership effectiveness but do not possess the traits a proposed in other trait-based theories. A skilled based leadership theory also provides a competency-based toolset to organizations to recruit, develop and grow leaders in their organisation by taking inventory of each potential leader's skills in the important areas. The theory of managerial abilities applies to this investigation.

### **2.1.2 Katz's theory**

According to Katz's theory (1991), a successful manager has triple managerial skills and these are conceptual, human and technical, which must be developed separately. Katz (1974) believes that skills show ability which is mostly presented in performance and rarely hidden in potentiality. Katz explains that skill is the ability to do something effectively and involves a system of specific behaviours that help achieve an objective, or standard of performance. There are numerous typologies of managerial skills. In an influential framework, Katz proposed three dimensions of technical, human and conceptual skills.

Technical skills are those specific skills required for performing a specialised task, and often involve working with 'things' rather than working with people. Technical skills remain important for managers even when they perform relatively few technically specialised tasks themselves, because they enable the manager to effectively acquire, develop, organise, and control the human resources needed to accomplish organizational objectives. Human or 'people related' skills include communication, influence, coordination and cooperation with others. These skills are required for the direct management of other people. Conceptual skills reflect an

understanding of the wider organisation, strategy, structure, and its functioning as a whole within the environment. Conceptual skills support effectiveness by ensuring that managerial decisions and actions accord with organizational goals are consistent with environmental opportunities and resource constraints, and are appropriate within the formal and informal organizational structure. According to Katz (1975), these three skill dimensions capture the full spectrum of specific skills required by managers in large organisations. In large organisations, the importance of specific skill sets is expected to vary according to managerial level: technical skills are most salient at lower levels, human skills at intermediate levels, and conceptual skills are of greatest significance for senior managers. The implicit corollary is that all three sets of skills are likely to be valuable for managers in small organisations.

### **2.1.3 Analytical framework**

Lubanga (2011) contends that most schools are performing poorly due to the gap in leadership and management skills. This is because heads of schools require certain relevant skills in order to be able to effectively manage their schools of practice. It has often been said that schools are as good as their head teachers. Sergon (2005) says that schools' success depends on the head teachers. According to Sergon (2005), a leader gets things done and has the ability to inspire, moderate, guide, direct and listen. These qualities are crucial for head teachers to be effective in their work because managing a school is like charting a ship through turbulent waters. This is because there are so many stakeholders in the educational process which require competence in certain managerial skills for the head teacher to be effective, efficient and confident in order to be able to execute their managerial function and administrative role to its fullest. However, Sackney and Johnston (1981) have reported that principals might not do effective supervision due to lack of confidence,

lack of knowledge and skills in clinical supervision and, lack of knowledge in curriculum and teacher effectiveness. This calls for managerial skills training for head teachers and those who aspire to be head teachers in the near future. Managerial skills are acquiring and learning abilities. In other words, it be said that management skills are a set of behaviors that lead to effective job performance and without them in many cases the knowledge of managers does not have any effects. Katz (1975) defined managerial skills as the manager ability to transform information and knowledge in to practice. The most common classification of managerial skills was conducted by Robert Katz. Robert Katz (1974) in his pattern mentioned three basic skills for managers including: technical skills, human skills and conceptual skills. Katz beside these basic skills in one of the books also point to political skills.

Peterson and Van Fleet (2004) elaborated Katz's (1991) three dimensions into ten more refined sub-dimensions of technical, analytical, and decision making (the technical dimension), human, communication and interpersonal (the human dimension), and conceptual, flexible and diagnostic (the conceptual dimension) with the tenth reflecting administrative skills. As with the majority of theoretical and empirical work in this domain, Peterson and Van Fleet's analysis applies more readily to larger organisations and the definition of administrative skills seems particularly applicable to the roles of lower-level managers. Viten and Cameron (1998), two famous researchers in an article as most common skills of effective managers, classify the basic skills of managers in two groups, personal and communication skills. They have also divided managerial skills into three groups in their newest work, include; personal skills including: developing self-awareness,



stress management, problem solving skills and interpersonal skills including: communication skills, power of influencing others, conflict management, skills of motivating people and group skills including: empowerment, team building, authority delegation.

Reh's list as identified in his article on Management Pyramid mentioned planning/setting goals, organizing, directing, controlling, motivation training and coaching, involvement/teamwork, time management, self-management, leadership. These are the managerial skills that are required for effective management of schools by head teachers. Hence, the analysis will focus on technical skills, human skills and conceptual skills. This would cover verbal communication (including listening) (human skills), managing time and stress, managing individual decisions, recognizing, defining, and solving problems, motivating and influencing others (human skills), delegating, planning (technical skills) and setting goals and articulating a vision, self-awareness (conceptual skills), team building, managing conflict among others.

#### **2.1.4 Other theories/models**

The three dimensions proposed by Katz (1975) are now a widely accepted approach to classifying managerial skills in general terms. For example, Jackson (2012) found that the skills significant to managerial performance were; interpersonal skills (building networks, coalitions, gain cooperation, resolve conflicts, influence others, group process skills), oral presentation skills (symbolic, verbal, nonverbal communication), and conceptual skills (inductive reasoning, pattern recognition, ability to convey meaning through metaphors, models and analogies, ability to create solutions and novel insights, deductive reasoning). Thus, while defined slightly differently, the skills found by Boyatzis' are compatible with the technical, human

and conceptual categories. Based upon a synthesis of the management skills described in 23 management textbooks, Peterson and Fleet (2004) elaborated Katz's (1991) three dimensions into ten more refined sub-dimensions of technical, analytical, and decision making (the technical dimension), human, communication and interpersonal (the human dimension) and conceptual, flexible and diagnostic (the conceptual dimension) with the tenth reflecting administrative skills.

As with the majority of theoretical and empirical work in this domain, Peterson and Van Fleet's analysis applies more readily to larger organisations and the definition of administrative skills seems particularly applicable to the roles of lower-level managers. No measure has been developed to capture this more refined framing of Katz's original three dimensions. Furthermore, notably absent from both, Katz (1991) and Peterson and Van Fleet's (2004) work are strategic management or entrepreneurial skills which may reflect the tendency for these models to be more relevant to managers in large organisations.

Shipper and Davy (2002) identified six skills dimensions that (a) appear in more than 50 per cent of the models that they reviewed, (b) are defined consistently across models, and (c) have face validity. The six skill dimensions are: Participation (encouraging upward communication), Facilitation (coaching, training and supporting others), Recognising and rewarding the performance of others, Planning, preparing and maintaining the workflow of the unit, Time emphasis (setting appropriate deadlines), and Controlling (monitoring and correcting performance of others).

The Egan (2011) management skills model graphically illustrates the linkages among the core skills of management. It reduces the complexity of management studies by distilling all the possible terminology down to a few fundamental elements. People

management boils down to the application of the knowledge areas listed in the model. The management skills model implies that there are only five core skills that managers need to employ in the execution of their jobs as managers. These five skills are inextricably interconnected, while they represent separate knowledge areas and potential areas of study, and they cannot actually be applied in isolation. Management is the art of managing the interplay among the five skills and these are; communication, problem-solving, negotiation, delegation and motivation.

The Shipper and Davy (2002) framework thus emphasises the organisational skills that Katz refers to as conceptual, and the interpersonal leadership skills that Katz refers to as human skills. Katz (1955) suggested that effective administration (i.e., leadership) depends on three basic personal skills: technical, human, and conceptual, which are based on field research in administration and with his first-hand observations of executives in the work place. Katz argued that these skills are quite different from traits or qualities of leaders. Skills are what leaders can accomplish, whereas traits are who leaders are (i.e., their innate characteristics). Leadership skills are defined as the ability to use one's knowledge and competencies to accomplish a set of goals or objectives. This shows that these leadership skills can be acquired and leaders can be trained to develop them. This implies that managerial skills are essential for managers thus all in managerial positions order to effectively execute their administrative roles. According to Katz (1955) three dimensions of managerial skills, Peterson & Van Fleet (2004) and Shipper and Davy (2002) framework of organizational skills thus give eminence to the fact that head teachers in basic schools require managerial skills in order to effectively perform their administrative roles.

## 2.2 Duties of Headteachers of Public Basic Schools in Ghana

The importance of educational leaders (headteachers) in ensuring effective schools cannot be over-emphasised since they have significant influence on the success of schools by playing a key role as the leader, and hence influencing all aspects of the school's functions with their behaviours and personal characteristics. As such, they are expected to perform a wide range of duties to ensure that effective teaching and learning take place in their schools to achieve the set objectives and goals (Ghana Education Service, 2010a; Ghana Education Service, 2010b). Some of the duties is *planning*. This role, according to Ojo and Olaniyan (2008), is perhaps the most important role of a school principal since the essence of planning is to prepare for and predict future events. Planning goes beyond trying to attain stated organizational objectives. It involves developing strategies and procedures for effective realization of the whole plan. This includes determination of objectives and goals, control of resources, direction, and methods of achieving the overall objectives of the organisation. Planning, which is considered a blue print for action is done to avoid wasting money and other resources both in the short-term and long-term.

Failing to plan or postponing planning is dangerous because it results in ineffectiveness, undirected action and waste of resources. However, good planning could bring about good results. Planning is seen to be pervasive and primary in the sense that it is necessary for performing other management functions such as organizing, staffing, directing, coordinating, reporting, and budgeting. It helps to identify the philosophy, policies, programmes, procedures, practices, and challenges of the organization (Atta, Agyenim-Boateng & Baafi-Frimpong, 2000; Mankoe, 2007; Ojo & Olaniyan, 2008).

Since the introduction of the Capitation Grant (CG) in 2005 in Ghana, all basic schools are mandated to develop and implement a School Performance Improvement Plan (SPIP) which enables public basic schools to identify priority activities to be implemented in order to improve their performance. The SPIP which is also known as the Action Plan for School Improvement is determined from each School Performance Appraisal Meeting (SPAM) and serves as a blueprint which outlines the specific activities with time frames, and persons responsible for implementation which the school/community intends to undertake with the aim of achieving objectives. Headteachers in public basic schools in Ghana therefore must understand the format and structure of SPIP, and the specific component of the structure of SPIP (setting objectives, targets, tasks, activities, time-frame, responsibilities and indicators of success). They are also to understand and identify materials and resources needed, people responsible for facilitating the implementation of SPIP, indicate the names of people who may be assigned responsibilities for tasks and activities, set realistic time-frame including start and finish dates, and identify specific, measurable, achievable, realistic, and time bound indicators. To draw a very good SPIP for basic schools, headteachers are to consult with school-community stakeholders to determine the appropriate date.

For preparation of the SPIP, encourage all stakeholders to show interest and participate in planning SPIP, organize consultative meeting of stakeholders to identify issues, prioritise the issues or problems that need attention, identify specific actions to address the problems, identify resources needed to address the problems, and assign responsibilities for various actions to be implemented (Ojo & Olaniyan, 2008).

### **2.3 Head Teacher as a Strategic Leader**

In a rapidly changing school environment, the role of the head teacher is becoming increasingly complex and demanding, Amoah (2011). The key role a school head is expected to play within and outside of the school setting, it is difficult to fathom how an educational institution could thrive well without a role of the head teacher. Whatever the case may be there is a need for someone to lead the school in planning, implementing, monitoring and supervising, evaluating policies and activities and also reporting any outcomes in a professional and comprehensive manner. Which calls for a strategic school leader and below are the qualities of a strategic head teacher?

Firstly, the head teacher is expected to work closely with governors and senior colleagues to create a shared vision and strategic plan for the school that can inspire pupils, teachers and the entire school community to give and achieve their best. Secondly, he or she must lead the senior team in turning that vision and plan into ambitious but achievable objectives that ensure that the school improves steadily in education delivery. Also, the head of school must have a strategic thinking skill in order to develop a compelling vision for his school which can easily be interpreted by other members of the school system into challenging actions and objectives. Meanwhile, an awareness of the political and cultural dynamics at play within and outside of the school is also a prerequisite for any effective school management and administration. Furthermore, he or she also needs to be abreast of the wider educational world to be able to fast-track the affairs of his school. For the head of a school to succeed he or she needs to be able to act strategically, the school head must have strong analytical skills.

In most cases, the headteacher makes effective use of data to monitor the school's progress and also encourages other school leaders to do same. Similarly, in managing school resources and during the formulation of the school budget, usually with the collaboration of the governing body, the head of school is supposed to have an in-depth analytical skill. What needs to be understood is that effective school leadership is increasingly becoming a sort of partnership, where the head teacher is expected to make the school an integral part of the community, just as the community is also made part of the school. All relevant stakeholders, including parents/guardians, the local authority, non-governmental organisations (NGOs) and corporate bodies need to be lured into taking key interest in the school. On that score, the head must endeavor to empower the PTA and school management committee (SMC) to deliver quality assistance to the school.

In addition to the above, a head teacher again tries to foster effective co-operation and collaboration amongst his staff. This can easily be done when the school head has a superlative emotional intelligence to comprehend other people's motivations and stresses and be able to use his influencing skills in ensuring that these do not become a barrier to sharing good practice and raising pupil achievement. Also, a school head manages the performance of the senior leadership team and also coaches them to be able to deliver their tasks well. He must also hold them to account for and understand the processes and procedures needed to monitor individual and whole-school performance. The head teacher is also responsible for building capability across the school and set a culture of professional and personal development. He identifies the development needs of senior colleagues and determines how best to address them. There is no single leadership style which is perfect for governing a school, but it will be one dangerous thing for a school head to be autocratic or dictatorial. He or she

needs to have a clear sense of direction for his school and, in collaboration with his staff, discusses and draws up plans of how to get there.

Last but not the least, it is a fact that vision is central to any school-based development and it is just in place for any head to have vision(s) but that vision needs to be shared among staff members before thinking of how to work towards its realization. According to Lashway (1997), tensions may arise when a head of school has a clear vision for his school but refuses to first of all share it among his staff. With the increasing complexity and accountability inherent in the post, the school head should not see himself or herself as a jack of all trades. Instead, he or she must be prepared to delegate some powers to staff with appropriate qualifications, professional experience and time to make him a good leader and manager. School heads must respect the views of others within and outside of the school system and not turn their staff meetings into shops or disciplinary camps where they become unapproachable and inaccessible to colleague teachers. Rather, the spirit of democracy and open-door administration must be the hallmark of every head teacher in order to halt the current trend of abysmal performance in head teacher's administrative roles in their schools of practice.

According to Mahmood (2002) lists the role of a Headteacher should have to contribute to the success, excellent and quality of schools, namely: have a vision, setting the philosophy, mission and goals and objectives of the school, explaining his vision to all staff and students including parents and the community, setting objectives and teaching strategies and curriculum, supervising, monitoring and evaluating the curriculum and instructions program, coordinate instructional programs and extracurricular activities of the school, monitoring of students' learning time,



encourage and support professional development for teachers, assist and support teachers in teaching and provide intensive and resource, controlling the quality of teaching in schools and creating a school climate that is conducive to enhance the learning process.

## **2.4 Quality Education**

Education is another key index of the extent of a country's development. Therefore, many organizations, both profit and non-profit, have realized and focused on the importance of education, and many scholars have provided several definitions of education in many aspects as follows. Aristotle defines education as "the root of education is bitter, but the fruit is sweet" (Moorcroft, 2005: 34). On the other hand, John Dewey, a guru of education administration, explains education as "Education is not preparation for life, education is life itself" (Barnhard, 2001:12). Nelson Mandela, 1993 Nobel Peace Prize laureate stated that "Education is the most powerful weapon which you can use to change the world" (Education for All, 2009:10).

Attempts to define 'educational quality' are broad term, as the very concept of 'quality' is an elusive one. At the level of international debate and action three defining principles tend to be broadly shared. These are the need to understand quality education in terms of (a) content relevance, (b) access and outcome and (c) observance of individual rights. This is reflected in the thinking of international bodies such as UNICEF and UNESCO. UNICEF recognizes five dimensions of quality: the learners, the environments, content, processes and outcomes, founded on the rights of the whole child, and all children, to survival, protection, development and participation (UNICEF, 2000, as cited in UNESCO, 2005).

Similarly, UNESCO expects quality education to encourage the learner's creative and emotional development, support objectives of peace, citizenship and security, promote equality and seek to pass global and local cultural values down to future generations. This identified quality as a prerequisite for achieving the fundamental goal of equity in education. While the notion of quality was not fully developed, it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase in children's cognitive development by improving the quality of their education. Its expanded definition of quality set out the desirable characteristics of learners, processes, relevant content, and systems (good governance and equitable resource allocation).

Thus, the Dakar forum emphasized the need to “improve all aspects of quality of education to achieve recognized and measurable learning outcomes for all—especially in literacy, numeracy and essential life skills” (Dakar Framework for Action, Article 7, World Education Forum, 2000). In this sense, quality in education is both a quantitative and a qualitative issue. Quality indicators of education can be seen as performance indicators that refer to a quality characteristic or objective, thus, alluding to the broad context of performance evaluation in which the learners operate. In matters of indicators therefore, concepts such as efficiency, relevance, importance and adequacy cannot be ignored (Dare, 2005). He identifies a continuum of three factors (inputs, process, and output) that are necessary for determining indicators in educational quality.

Cheng and Tam (1997:34) defined “education quality” in a multi-dimensional fashion as “the character of the set of elements in the input, process, and output of the education system that provide service that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations.” It can be seen that although education quality is defined in various ways, all meanings are in the same direction, usually related to fitness of use and satisfaction of the needs of strategic constituencies, including policy makers, parents, school management committees, teachers, and students. Since it has several meanings, education quality can be measured using many different indicators.

Some researchers have focused on the quality of input while others have emphasized processes and outcomes. It is widely known that education represents one of the most interesting and challenging areas for quality improvement. Public schools have applied the principles of total quality (TQ) in their organizational management. In order to achieve the required quality, they have established four pillars: strong quality leadership (via planning and training), continuous improvement (via the performance appraisal review process, comprehensive local education plan, performance measurement system, and comprehensive local education plan), customer focus, and system/process focus, which serve as a foundation for the schools (Kelemen, 2003).

Quality in education is closely concerned with the system of accountability and performance appraisal to control desired quality, such as certain standards, knowledge, and skills in accordance with society and labor market expectations (Saiti, 2012). Quality assurance influences school strategy, especially in a competitive environment, to ensure that all stakeholders will achieve appropriate knowledge and

fulfill their needs. Quality assurance is an important mechanism which can drive the change in school strategy.

Developing a framework for quality requires the involvement of all staff members. The concept of quality must be clearly defined and should be relevant and meaningful to all stakeholders. Responsibility, accountability, and ownership are critical factors in achieving quality assurance. Establishing a quality system will enable the school to identify the specific requirements of parents and students and make them happen. Most of the time, an organization's standards, some of which are specific to resources and operation, will be established. A standard should clearly define the school's true capability so that it is possible to be achieved and measurable. In addition, quality assurance in the school is a continuing process because all involved parties, including parents, students, teachers, and administration, can change their requirements over time. Therefore, persuading members to realize, understand, conform, and accept quality assurance continuously is a very challenging task.

Schools must have a proper management structure and organization culture to raise the awareness and stimulate the involvement of every participant in the quality assurance process. Successful implementation of any activity to improve school quality requires the awareness of the entire staff, and two-way communication and staff development are strategically important to facilitate the achievement of the school's objectives. The strategies necessary for the success of quality improvement vary from school to school. Management commitment is considered the first step in quality implementation in schools to promote confidence and create unity among school staff members. Staff awareness and commitment are the most difficult part and typically are very time-consuming processes of all stages. Certain actions might ease

this process, such as information distribution to all members and ensuring that all of them understand everything clearly. As mentioned, several times, quality improvement has to be carried out at all levels in the organization. Group discussion to determine the mechanism for identifying the needs of internal and external customers as well as the mechanisms for measuring performance against standards or benchmarks is one of the important stages for quality improvement. Staff development is also an essential element to promote quality improvement (Hawtin, 1994).

## **2.5 Key Elements for Education Quality**

Although the definitions of education quality and opinions about quality in education are not well justified, three principal needs seem to be broadly accepted in international debates and policies related to education quality improvement, i.e., the needs for more relevance, greater equity of access and outcomes, and proper observance of individual rights. To fulfill these needs, several key contents have been identified by several educational experts.

In a report submitted to the World Bank (2005), several main elements affecting education quality were recognized. The learner characteristic dimension involves the background of the children that affects their ability to learn, including talent, persistence, willingness, knowledge and socio-economic backgrounds, hindrances, health, place of residence, etc. This dimension is the very first element necessary to prepare children to be ready for the educational development and to allow them to reach their highest potential in terms of cognitive, emotional and creative capacities. Children's capacities and experience have a strong influence on their learning. The

differences in learner characteristics often require special responses and supervisions, especially from the national government, if quality is to be improved.

Enabling inputs are the second element to be discussed. Teaching and learning can be successful if sufficient supporting resources are available and well managed. Inputs enable children's learning, including teaching and learning materials, physical infrastructure and facilities, human resources, school governance, etc. Schools without these essential resources will not be able to do an effective job. The teaching and learning dimension is quite related to enabling inputs and can be considered as a subset of the enabling input dimension; however, it is worth listing it separately and distinguishing it from other inputs. The teaching and learning dimensions include several factors such as learning time, teaching methods, evaluation system, response, motivations, and class size.

The contextual dimension is the surrounding environment that embraces all other elements and has positive and negative impacts on other elements. The contextual dimension covers very wide areas, some controllable and some uncontrollable. It characterizes the community and society textures such as economic and labor market conditions, social-cultural and religious factors, educational knowledge and support facilities and the environment, the public resources available for education, the competitiveness of the teaching profession in the labour market, national governance and management strategies, the philosophical standpoint of teachers and learners, peer effects, parental support, time available for schooling and homework, national standards, public expectations, labor market demands, globalization, etc. The links between these environmental factors and education are very strong and each influence the other, i.e. education can improve society in terms of skill strengthening and value

intensification whereas surrounding conditions can promote the effectiveness and quality of the education in the community.

According to McKinsey and Company (2007), the available evidence suggests that the main driving force of student learning at school is the quality of the teacher. It was found that student's study with high-performance teachers will advance three times more rapidly than those studied with low-performance teachers. In all of the schools surveyed, it was found that variations in the learning of students in different classes derived primarily from teaching quality. As a result, high-performing schools regardless of paradigm and context always emphasize instruction improvement due to its direct and apparent impact on the students' achievement. The information gathered during visits to high-performing school revealed these institutes consistently achieve the following criteria: a) recruiting the right people to become teachers since the education quality of a school cannot exceed its teacher quality; b) continuously developing their teaching effectiveness through training and instruction; and c) providing essential supporting elements to ensure that every student is able to benefit from excellent instruction so that the education standard of every student is improved (McGuffey, 2012).

## **2.6 Education Quality and Indicators**

In order to describe the conditions of schools, and to set targets, benchmarks, and standards for accessing progress and monitoring education processes, to evaluate education quality and compare with targeting goals, standardized performance indicators have to be well defined and carefully selected. A variety of indicators may be employed to monitor different aspects of the education system. Under different situations, phenomena, purposes, or levels of education administration, certain

indicators might be more appropriate than the others in measuring progress or achievement or vice versa when conditions change. Therefore, it is important and necessary to have a better understanding of the types of educational indicators as well as their characteristics in order to correctly determine and select the most appropriate indicators to be used (Omidinia, Masrom & Selamat, 2012).

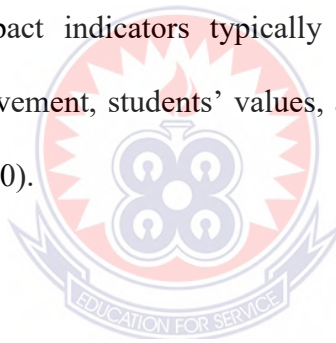
Suitable indicators can be anything that can provide a reliable and unbiased understanding of an object, a situation, an issue, a phenomenon, a happening, a motion, a development process, etc., to be evaluated. Indicators can be considered as an outcome of an analytical process of raw data transformation into meaningful information which can help to identify problems and issues, to define targets and strategies, to stipulate policies and plans to reach those targets, to monitor progress toward achieving a goal, and eventually to evaluate the final achievement. Hence, indicators are the very important and an essential component of any monitoring process. Oakes (1986) clearly defined the concept of indicators in the education system as a performance gauge for evaluation and monitoring.

For the education system, input indicators focus on the human, financial, and material resources that have been placed into an educational system to support and stimulate the activities of the teaching and learning process, such as percentage of the government budget allocated to education, the student to teacher ratio, the number of students in class, etc. Once the input is introduced into the schools, the education process begins. Process indicators describe the use of resource inputs in delivering educational services as well as the actual conditions that occur in the classroom during the teaching and learning process. Process indicators can be the rate of students' attendance at school, the proportion of average class hours that the students



participate to the total official class hours, the incidence of teaching and learning material usages, or repetition and dropout rates (Smith, 2008).

Output/outcome indicators are used to evaluate the end results of all educational inputs and processes. They represent the effectiveness of the educational policies, strategies, and practices that have been implemented in an educational system by measuring actual achievements and comparing them with the set goals and targets. Output/outcome indicators can be enrolment ratios, completion rates, standardized examination scores, etc. Impact indicators demonstrate the consequence of education on a larger scale rather than the student him/herself. These indicators should cover the effects on the well-being of individuals, families, communities, and the society and nation as a whole. Impact indicators typically include literacy rate, emotional development, skill improvement, students' values, attitudes, and behavior in relation to other people (Holt, 2000).



## **2.7 Empirical Review**

### **2.7.1 Headteachers curriculum instruction implementation practice and school academic achievement**

Murithi (2012) defines curriculum and instruction implementation as all activities in which teachers in a particular school participate in planning, implementing and evaluating for the achievement of the academic goal. A study by Abdullahi and Onasanya (2010) in Nigeria, noted that there was need for equitable educational access to all students to address challenges for educational administration in Nigeria. This study suggests that the headteacher should take part in enhancing teaching and learning activities through careful supervision. The study also found that an instructional leader's qualities influenced students' academic success.

Cantwell (2013) surveyed over 400 deputy principals in Australia and found that the majority; did not have clarity on task demarcation between them and the principal. This lack of clarity on administrative duties by key school leaders affected overall administration of schools and their academic achievement. The study also found an imbalance in performance of administrative tasks by school heads in America who spend more time on curriculum development and instructional supervision than on routine tasks. Additionally, Onyango (2001) posited that the main tasks for headteachers in any school is the assurance and provision of effective curriculum implementation using all available resources from the school and its environs.

A study on the efficiency of curriculum implementation in elementary schools in Kakamega, Kenya, was undertaken by Lidoro (2014). A sample of 23 schools was examined using a survey research design. The study's unit of analysis was the school management committee and its headteachers. Findings showed that these schools' ineffective curriculum implementation was caused by their large student population and stretched-thin teaching resources. The report suggested that the Ministry of Education allocate enough money to schools to help them hire more instructors and purchase more teaching materials. This study did not provide a convincing argument for how the heads of schools' performance in implementing the curriculum affected academic attainment.

Olembo et al. (1992), cited in Murithi (2012), argued that the school program includes the procedures and activities that are directly related to the delivery of instruction and the accomplishment of educational objectives. The headteacher of a school is in charge of directing curriculum and instruction by ensuring and facilitating program completion. In order to receive feedback on the progress made toward achieving the

academic aims and objectives of the school, the headteacher should evaluate the learning and teaching process. The headteacher must be aware of classroom activities and any modifications to the curriculum given the dynamic environment that is offered in various schools throughout Africa. Some of the curriculum aspects the headteacher need to participate in are; selection of instructional materials and resources, determination of learning objectives, development of programs of instruction and evaluation of instructional program. There is lacking evidence data on headteachers' activities undertaken by headteachers in curriculum instruction implementation.

Ayeni (2010), assessed the effect of principal's supervisory roles on effective supervision of teacher's instructional tasks in secondary schools in Ondo State, Nigeria. The study randomly samples a total of 60 principals and 540 teachers from public secondary schools. Findings showed that majority of principals paid attention on monitoring teacher's attendance, supervision of lesson preparation and adequacy of diaries of work. Administrative tasks such as provision of instructional materials, reference books, feedback and participatory review of activities with stakeholders were least performed by most principals. The study further revealed that principals faced challenges in administering institutional governance tasks, curriculum implementation and resource mobilization. External environment also affected principal's performance of their administrative tasks.

Most of the scholarly work have argued that school heads implementation of curriculum instruction was critical to school academic achievement. Majority of the studies are in countries with very established educational governance where school heads are supported to execute curriculum implementation in effective and structured

way. Literature on structured execution of curriculum and instruction specifically is lacking. According to Makki (2009) in a study conducted in Kenya, stated that most of the governance of schools in Kismayo are determined by communities and principals have limited mandate in the overall leadership. Based on this gap this study will seek information on the effect of headteachers curriculum implementation and instruction on school achievement.

### **2.7.2 Headteachers Financial Management and School Academic Achievement**

Education is a costly affair where finance management is critical in realization of goals and objectives of a learning institution. Orloskyet.al., (2011) viewed financial management as a key determinant of achievement of a school and its overall management operations. Various authors have explained the importance of financial management in a school. The school administrator while managing funds is supposed to:

1. Facilitate proper usage of funds to school programmes and activities
2. Ensure control of financial processes through exhibiting integrity and justified expenditure
3. Ensure proper utilization of facilities equipment, personnel and other resources required for realization of school academic achievement.

These explanations however do not emphasize the need for school heads tasks in budget preparation, planning and funds mobilization in enhancing school's academic achievement. Onyango (2001), cited that school heads are responsible for accounting and auditing of school's accounts. Hence, they must ensure proper budget administration when incurring expenses for the school. This is only possible when the heads have accounting skills that enable them to control and manage approved

budgets for the school. He further pointed out that proper documentation of financial transactions is the responsibility of the headteachers with assistance from school bursar or accounts clerks based at the school. The study recommended conducting frequent internal audit, clear documentation of receipts and expenditure as well as through needs assessment by headteachers before expenditure as effective financial management practices for schools to achieve its goals. More often principals are outsiders in school budgeting and lack the required skills in effective funds management.

Financial management involves determining the needs and the means of meeting them based on established policies for allocating funds to schools in accordance with particular vote heads. The degree to which the headteacher may be involved in financial management varies from school to school depending on its size, sponsorship and status at the national level. Business management is concerned with understanding the sources of revenue for the school, preparation of the school budget and monitoring expenditure in light of approved budget (Okumbe, 2001).

The reality of the importance of financial management is usually felt in the growing salary demands of the school employees. As the financial controller the head must ensure that proper accounting is done, with help of the bursar. The sources of finance in secondary schools include; fees, bursaries, ministry of education aid and grants and community contributions. The secondary school headteacher is accountable for all school expenditure and approves the purchase of goods and school equipment in time. Scarcity of funds is considered a management problem in most of the secondary schools. In order that auditing exercise may be meaningful the headteacher needs to

be well versed with accounting procedures (Tunmen, 2013). School financial management draws a lot of concern from parents, learners and central administration.

Njenga (2004) found that parents mainly financed secondary school education in West Pokot. According to this study the schools were not performing well due to parents low socio-economic status and cultural factors. This study recommended the need for introducing income-generating activities among parents to improve school financing by parents. This study relates to the current study as West Pokot is a conflict prone area and the environment is harsh providing minimal resources for educational financing or prioritization. Bearing in mind that the locale for the current study enjoys good will from international development partners such as the NGOs and private sectors who desire to support various human rights among them education.

Mwasya (2004), noted that the principal's administrative practice of fees collection from district school's day and boarding school was not adequate for running school programmes and activities. Most of the reviewed studies have focused on headteachers financial management skills and sources of finance for school. Studies on the effect of headteachers financial management on academic achievement of school is fragmented and lacking for the present study site.

### **2.7.3 Headteachers human resource management and school academic achievement**

In a school setting human resource comprises of teaching and support staffs that are obligated in support the school system in achieving its goal. Nzube (2010) defines human resource management as an organisational function specifically concerned with the management of employees. In this setting thus the human resources imply the teachers and subordinate staff in schools.

According to Olembo et al. (1992), the headteacher is obligated to assess professional needs of the teaching staff of his school and advise the relevant authorities to undertake training to address the needs. The school head also has the power of making decision of where a particular teacher is to be placed and what duties will be assigned should reside to a considerable degree, at the level of the school and be supervised appropriately. There should be an endeavour to develop and maintain effective channels of communication between teachers and headmaster for smooth learning and teaching process. Each teacher should know what his colleagues are doing including the headteacher. The headteacher has to make efforts to inspire, encourage and steer the teachers into achieving schools set goals. Every school must have appropriate staff personnel policy that is attractive to teachers all geared towards attainment of the set educational objectives and goals.

Tunmen (2013), says that such policy should adhere to the criteria of being reasonable, be able to suggest and not merely prescribe, have a positive flavour, avail full information on the school operation to teachers, have basis for promotion and involve staff in formulation and operation of policies. The headteacher acts both as a guide and as a supervisor to the teachers and pupils. The headteacher is an inspiration to the young teachers, a guide to older ones, a champion and solicitor for all. This shows that the headteacher should inspire a sense of confidence and co-operation among his staff. The headteacher has to ensure that the right numbers of qualified are recruited in the school. He does this in liaison with the teacher's service commission. On recruitment of non-teaching staff, the headteacher together with the members of the board of governors advertise vacant positions and interview selected personnel with the relevant qualifications.

One of the major challenges in administration is the separation of individual interests and organizational goals. Thus, the headteacher needs to be objective in his decision making process where he is a key actor. The headteacher who distances himself from the rest of the staff and sits in his office unwilling to give any room for suggestions and opinions from his staff may find himself isolated and thus create a great social distance between the headteacher and the staff. He cannot thus be effective in administration because he may not even be aware of the problems and needs in his institution to be able to alleviate them. Hoyle (2006) outlines the ways in which the headteacher can create co-operation among the staff. This include creating an exciting and stimulating environment for his/her staff, having confidence in them, consulting them before making decisions which affect their working conditions; deploying them in such a way that their teaching loads are reasonable and fair in comparison to those others and involving them in policy-making procedures.

Tunmen (2013) says that it seems clear when both teachers and headteachers' both of whom complete the teaching - learning process can discuss frankly the performance of teachers and some ways of improving performance. Lydia (2009) carried out a study on the headteachers role in improving academic achievement of Kenya Certificate of secondary education examinations (KCSE) in Vihiga County. The study concentrated on principals' appraisals of teacher's classroom delivery and academic performance. Results from this study showed that use of quality improvement measures, teamwork and improving staff, organizational skills positively affected school academic achievement in Vihiga County.



Student discipline observation, involvement of school heads in academic activities and monitoring of teachers' work helped in minimizing exams cheating building a positive attitude among students towards academic performance. While most studies have assessed aspects of human resource management by the school heads. Most studies are sceptic on the role of principal position in human resource management that is more of policy driven and managed from public service unit. Thus it is important for a study to establish how principals exercise human resource management practices and its effect on academic achievement.

#### **2.7.4 Headteachers physical facilities management and school academic achievement**

School instructional programs and other student services necessities physical facilities which include buildings such as classes and grounds also include equipment that are required for instruction such as blackboards, chairs and tables and so on. In this task area, the head teacher has the role of overseeing the operation and maintenance of facilities, providing supporting services and materials. These include transport, food, health, and playground (Castetter, 2002).

Olembo et.al (1992), indicated the importance of physical facilities for learners. According to him physical facilities encompasses playing grounds, classrooms, laboratories, offices, playing equipment, desks, health facilities and boarding rooms. It is the responsibility of the headteacher to ensure that availability and maintenance of all physical facilities in a school. Depending on the nature of the school, the headteacher should ensure that all existing facilities are in good shape and provide other lacking needed facilities in their schools. UNESCO (2010), report has emphasized the need for adequacy of schools' facilities especially the need for

adequate classroom space. It is the responsibility of school heads to ensure that classrooms are accommodating required ratio of students.

Kipkulei (1991) noted that Kenyan schools having adequate physical facilities performed better in national examinations compared to those with inadequate facilities. Additionally, Kamau (1990), found that adequacy of school materials and other physical facilities were affected by insufficient funds in schools. According to him, this limited effective performance of administrative tasks in provision of learning resources. In his study of schools in Samburu, Kamau (1990), found that schools' laboratories were poorly equipped with no laboratory assistants making it difficult for students to execute experiments in science subjects. This according to him led to poor mean scores in national examination by students from this area.

Yator (2010) researched on factors contributing to student's poor performance in KCSE. This study was conducted in Baringo district which is a semi-arid region attracting less teachers due to the harsh climatic conditions. The study findings revealed that there were inadequate learning facilities and shortage of laboratory equipment, Lab-rooms, textbooks, classes and maps. A study by Okumbe (2001) pointed out the role of the headteacher in acquiring necessary facilities that supports learning in a school. This study further noted that besides provision the school head should ensure cleanliness of these facilities to support an enabling learning environment. The study found that school heads assumed the responsibility by associating it to the government provision of funds for education in the country. Principal viewed ensuring cleanliness of school as a demining task that should be performed by subordinate staffs in the school. Okumbe (2001) opined that to improve school performance there was need to ensure health and safety in schools through

appropriate designing of schools, maintenance and repairs when necessary. This was supported by Waweru (2004) study, which argued that secondary school headteacher must ensure availability and proper maintenance of physical facilities such as; classrooms, dormitories, offices, laboratories, workshops, staff quarters, sanitation, School stores, dining halls and health units. Waweru (2004), however noted that school heads cannot perform this task with meager school fees paid day schools.

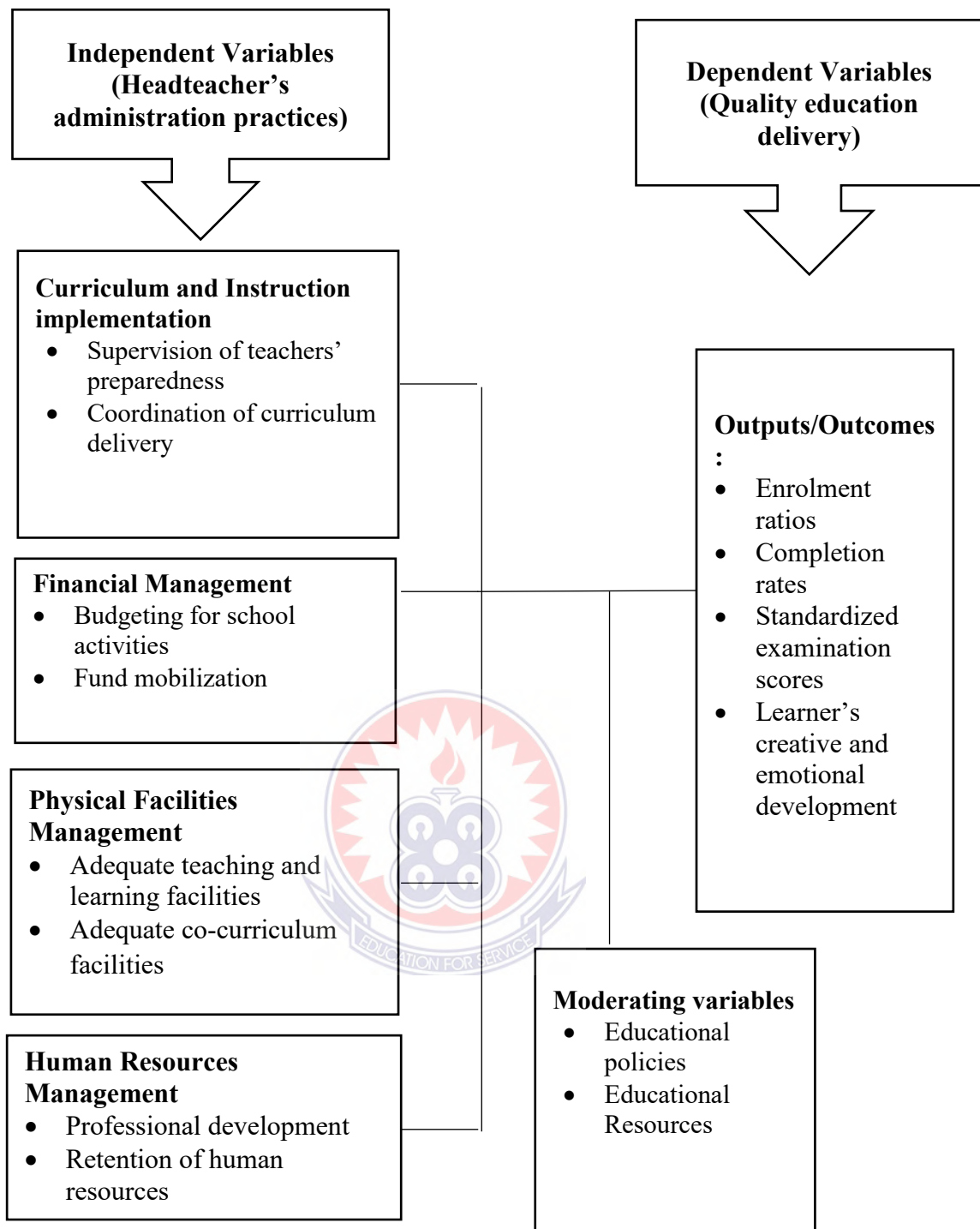
Based on majority of the literature the government provides and control physical facility provision in most public schools' principal major role is maintenance. In some studies, private schools have been reported to have adequate physical facilities than the public institution. However, in the present study there are more private schools where decisions on which facilities to provide solidly lie in the hands of school owners. Facilities also vary in private schools based on students' population and desires of the proprietors. This study assessed the effect of headteacher on provision of physical facilities in both public and private schools and its effect on academic achievement of learners (Mensah, 2016).

## **2.8 Conceptual Framework**

The researcher conceptualizes the topic of the study “effect of headteachers administrative practices on quality education delivery at the basic school level in Tema West Municipality.” The conceptual framework is illustrated in Figure 1 which shows the independent, dependent and moderating variables. This conceptual framework model was used to indicate the existing relationship between the dependent variable and a number of several other independent variables. Also, the model shows the influence of background factors/variables to the independent variable.

For the purpose of investigating the effect of headteachers administrative practices on quality education delivery at the basic school level in Tema West Municipality, the study used quality education delivery as a dependent variable. The dependent variable has three main constructs namely: curriculum and instruction implementation which is made up of supervision of teachers' preparedness and coordination of curriculum delivery); financial management whose dimensions are budgeting for school activities and fund mobilization; physical facilities management constituting adequate teaching and learning facilities and adequate co-curriculum facilities; and finally, human resources management measured using professional development and retention of human resources. On the other hand, quality education delivery is used as a dependent variable and this used output/outcome indicators. The output/outcome indicators are enrolment ratios, completion rates, standardized examination scores, learner's creative and emotional development. Outcomes: Often expressed in terms of measurable learning objectives through test and examination performance. Proxies for learner achievement such as economic gains from employment are sometimes used (Omidinia, Masrom & Selamat, 2012).

The moderating are educational policies and resources. Policy decisions about teaching/learning are to focus on: establishing appropriate goals for the curriculum, developing relevant content, using learning time well, ensuring effective pedagogy, carefully considering the language of instruction and developing a sound assessment policy, supply and distribution of learning materials, secure physical environment with adequate facilities (McGuffey, 2012).



**Figure 1: Conceptual Framework**

Source: Researcher's own illustration (2023)

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter provides an explanation of the methods employed in undertaking this study. It explains the research approach and design of the study. The target population of the study and the sampling technique were also explained in this chapter. The data collection instruments and procedure for data collection explained. The method used in analyzing the data as well as the ethical considerations were also provided herein.

#### 3.1 Research Approach

The research approach employed in the study is quantitative. This approach is used in educational studies to establish effect of the various study variables. In this study, the approach was useful in guiding the study on the effect of headteacher's administrative practices and quality education delivery at the basic school level. This approach was appropriate and it enabled the researcher explain effect of the study variables.

#### 3.2 Research Design

The study employed descriptive survey research design. Descriptive survey research seeks to establish factors associated with certain occurrences, outcomes or outcome conditions (Borg & Gall, 2006). As mentioned by Kothari (2015), descriptive survey research design is best adapted to obtain personal and social facts, beliefs and attitudes, it involves measurement classification, analysis, comparison and interpretation of data that results in the formation of important principles of knowledge and solution to significant problems. Descriptive survey design involves asking a sample population questions about a particular issue to explore their opinions, attitudes and knowledge about the issue in question (Creswell, 2012). Borg

and Gall (2006) noted that descriptive survey research is intended to provide statistical information about aspects of education that interest policy makers and educators. The proposed study sought to gather information from headteachers in regard to their administrative practices and quality education delivery at the basic school level.

### **3.3 Study Area**

The study was conducted in Tema West Municipality which has the Tema West Municipal Assembly (TWMA) as its administrative head. The municipality is one of the 10 newly created Metropolitan Municipal District Assemblies (MMDAs) in the Greater Region of Ghana situated in the South Eastern and diagonally located between Latitudes  $5^{\circ}42'00''$  N and Longitudes  $0^{\circ}00'30''$  W and Latitudes  $5^{\circ}36'20''$  S and Longitudes  $0^{\circ}7'10''$  W. It has a total land area of about 66.8 square km, which represents almost 2.1 percent of the total land size of the Greater Accra Region (Figure 2). The Municipal Assembly was carved from the Tema Metropolitan Assembly and was inaugurated on 15th March, 2018. The Assembly was established with Legislative Instrument (LI) 2317. The Municipal Assembly shares boundaries with Krowor Municipality to the West, Adentan to the North –West, Kpone to the North, Ashaiman Municipality to the North - East, and the Tema to the East, with the Gulf of Guinea sharing the south-eastern boundaries. Community 2 is the district capital of the Tema West Municipal Assembly and is located at the south eastern part of the Municipality, and lies close to the coast. The location of the Municipality makes it economically viable in relation to the many Companies and Industries existing in the area (TWMA, 2022).



The total population of the Municipality is 125,046 (2010 Population and Housing Census). This is made up of 48.2% male and 51.8% female. The 2018 projected population is 150,007. The Municipality has a household population of 123,898 with a total number of 30,744 households. This signifies a population growth rate of about 2.6% per annum between the plan period 2015-2018 (TWMA, 2022).



**Figure 2: Map of Tema West Municipality**

Source: Google Map (2022)

### 3.4 Population

Population as used in this study is a group of individuals sharing a common feature in agreement with the main purpose of the issue being investigated. Population according to De Vos (2003) is a group people or organisations who have common characteristics from which data for a study is obtained from. The Tema West Municipality has 337 basic schools comprising of 37 public basic schools and 300 private basic schools which are headed by 337 headteachers. The target population for the study was mainly headteachers in both public and private basic schools in the



Municipality. The head teachers were targeted since they are the managers of the schools. Their functions include leading, organizing, managing the school; maintaining proper order and discipline in the schools, and supervising the education of pupils. Since the goal of the study is to examine headteacher's administrative practices and quality education delivery at the basic school level in Tema West Municipality, choosing them in this study was appropriate and worthwhile.

### **3.5 Sampling Techniques and Procedure**

Bhattacharjee (2012) defines sampling as a process or technique of selecting a representative sample of a population of interest with an aim of making inferences about it. In this research, two sampling techniques were used in the selection of the target population. Thus, purposive sampling and simple random sampling were used, which are non-probability and probability sampling techniques respectively (Williams, 2004). Purposive sampling was used in choosing headteachers for this study. The purposive sampling technique has the benefit of allowing the researcher to pull dense information data, points from the population giving them ability to make interesting inferences and it increases the statistical validity of the sample which helps in publishing finding. The simple random sampling technique has the benefit of ease to use and accuracy of representation and members of the larger population has equal chance of been selected. According to Kumar (2005), where it is known that certain individual units by their characteristics will provide more and better information on a particular subject, then such units are purposefully picked up for survey. Moreover, the study could not involve all 337 headteachers in the research. Therefore, the 201 was used to determine an appropriate sample size for the study. This was determined using the Yamane's formula as in Nzewi, Chiekezie and Arachie (2016) below:

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

$$n = \frac{337}{1 + 337(0.05)^2}$$

$$n = 182.90 = 183$$

**$n \approx 183$  (10% added for nonresponse)**

Where  $n$  denotes sample size;  $N$  denotes the population (337);  $e$  represents the estimated error term (5%). Using the Yamane's formula, the sample size was 182.90 approximated to 183. The sample size was increased by 10% (95) to arrive at 201 to compensate for non-response. Thus, the number of target population surveyed can be substantially larger than the number required for a desired level of confidence and precision (Israel, 2003). Based on this sample size of the headteachers were randomly selected to represent the entire population. The names of all the 337 basic schools in the Municipality were fed into an Excel spreadsheet. The RAND (random) function in Excel was used to generate random numbers between 0 and 1. The first 183 numbers with respective names of basic schools were then used to represent the final sample from which the respective headteachers were used as respondents for the study. As at the time of the study, 125 questionnaires were retrieved from the headteachers which represent 68.3 percent. Therefore, the actual sample size for the study was 125.

### **3.6 Research Instruments**

The main instrument for data collection for this study was questionnaire. The questionnaire was designed based on the literature review and guided by the research questions. The questions involved both open and close-ended questions. The 5-point Likert scale was used in structuring most of the questions and the indicators for the 5 Likert scale were: strongly disagree (1); disagree (2); undecided (3), agree (4) and

strongly agree (5). The questionnaire was structured in seven sections. The first section sought information about the personal characteristics of the respondents. These include sex, age, qualification and number of years the respondents had been working with the company. The second section of the questionnaire sought the views of the respondents on headteachers' curriculum and instruction implementation practices. The third section covered the financial management practices headteachers. In the fourth section of the questionnaire, the researcher sought views of the respondents on physical facilities management practices of headteachers. The fifth section entailed human resources management practices of headteachers. The sixth and seventh sections were on the moderating variables and dependent variables respectively.

A questionnaire was considered more appropriate for various reasons. Zikmund et al. (2013) argue that questionnaire is beneficial because it makes use of questions which are highly objective and structured thereby giving little room for biases. Moreover, questions provided on the questionnaire are easy to respond thereby saving time. More importantly, this study is quantitative in nature thereby making the questionnaire more suitable compared to interview (Hancock & Algozzine, 2015). According to Kumar (2010), a questionnaire is commonly used when the data being collected is quantitative and from a large population sample.

### **3.6 Pre-Test**

A pre-test study refers to a trial administration of an instrument to identify flaws. Cooper and Schindler (2008) state that a good measurement tool should be an accurate indicator of what the study intends to measure, and in addition, easy and efficient to use. A pre-test survey was conducted in Tema East Municipality with 10

headteachers in order to ascertain and detect any ambiguities, questions that would not be easily understood or poorly constructed and even those that were irrelevant. Babbie (2014), recommends a pilot study sample of 10% to 30% which was a projection for the parent study. Thus, ten headteachers (10.5%) took part in the pilot survey.

### **3.7 Data Processing and Analysis**

The process involves making a summary of large amounts of raw data, reorganizing, ordering and categorizing it. First data collected should be edited to eliminate what is irrelevant (Babbie, 2014). Then coding of data was done and was organized according to the study objectives guiding the study. Analytical technique which included quick impressionistic summary, content and thematic analysis was done on qualitative data. Descriptive statistics were used to analyze raw quantitative data. The data obtained were coded and captured into the Statistical Package for Social Sciences (SPSS) version 22 software. The SPSS was used to generate descriptive statistics which include mean, minimum, maximum, standard deviation. It was also used to perform the regression analysis in examining the headteacher's administrative practices on quality education delivery.

To determine how headteacher's administrative practices affect quality education delivery at the basic school level, the multivariate regression technique was employed. *Regression analysis* is a *statistical* technique for estimating the relationship among variables which have reason and result relation (Hoyt, Leierer & Millington, 2006).

The study used headteacher's administrative practices as the independent variables while quality education delivery was used as the dependent variable. The independent variables are represented by curriculum and instruction implementation, financial management, physical facilities management, human resources management, while the dependent variable is proxied by educational outputs/outcomes.

In order to moderate the relationship between headteacher's administrative practices and quality education delivery, the used educational policies and supply educational resources as moderating variables. The mediating variables represent the aspects that are external to assigned variables of the undertaken study, but intervene in the relationship between independent and dependent variables (Pokhariyal, 2019). As such, the schools have no control over the mediating variables.

### **3.8 Validity of the Instruments**

Validity refers to how well the results among the study participants represent true findings among similar individuals outside the study. This concept of validity applies to all types of clinical studies, including those about prevalence, associations, interventions, and diagnosis. (Orodho, 2012). Content validity refers to the extent to which an instrument represents the objectives under study (Gay, Mills & Airasian (2009). To establish the content validity of research instruments, expert review was sought. The instruments' content was scrutinized by the supervisor attached to the researcher. The supervisor's views, comments and suggestions were taken into consideration and the instruments revised. Additionally, content validity was enhanced through pretesting of instruments. Through the pre-testing, items in the research instrument that were found ambiguous in eliciting relevant information were

duly modified. Questionnaire questions were modelled against the research objectives to ensure that all the variables of the study were covered.

### **3.9 Reliability of the Instruments**

Bhattacharjee (2012) considers reliability as when an instrument yields similar results when used and reused using the same procedures by researchers. In this study, reliability of data instruments was arrived at by estimating how well the items that reflect the same construct yield the same results. To determine the reliability of the instruments, the split-half method was applied. According to Creswell (2012) a correlation of above 0.7 is deemed reliable. The main objective of trustworthiness is to ensure that the argument is supported and the study is worthy paying attention to (Lincoln & Guba, 2000). Dependability was ensured by the researcher through applying in depth methodological description to make it possible for the study to be repeated.

In order to determine the statistical reliability of the data obtained, the study used the Chronbach Alpha. Cronbach's alpha reliability (Cronbach, 1951) is one of the most widely used measures of reliability in the social and organizational sciences. When the measurements represent multiple questionnaire/test items, which is the most common application, Cronbach's alpha is referred to as a measure of "internal consistency" reliability (Bonett & Wright, 2014). Cronbach alpha values of 0.7 or higher indicate acceptable internal consistency (Bonett & Wright, 2014). The data were fed into the SPSS software to generate the Cronbach Alpha values and according to the results as seen in Table 1, all the variables used produced acceptable internal consistency.

**Table 1: Cronbach's Alpha Reliability**

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>Number of Items</b>
Curriculum and Instruction implementation	0.81	15
Financial Management	0.83	6
Physical Facilities Management	0.73	15
Human Resources Management	0.88	6
Moderating variables	0.81	2
Educational Outputs/Outcomes	0.91	4

Source: Field Survey Data, 2023

### **3.10 Data Collection Procedure**

With an introductory letter from the head of Department of Educational Foundations, permission was sought from the Municipal Director of Education for Tema West. The researcher then visited the various selected schools in the Tema West Municipality. The headteachers and teachers of the selected schools were engaged and the researcher explained the objectives of the study to them. Also, any issues relating to the study that were raised were explained. An agreed period for data collection was fixed.

At the appointed time, the researcher administered the data collection instrument to the respondents. Those who could not complete the questions on time were encouraged and were given a period of two weeks to return them. In all 125 completed and returned questionnaires were recorded.

### **3.11 Data Analysis**

Data collected were analysed using frequency counts, percentages, simple regression, analysis of variance. Whiles biographic information of the respondents were analysed using frequency counts and percentages, the research questions were analysed using regression and analysis of variance.

### **3.12 Ethical Consideration**

To adhere to research ethics, the researcher ensured that participation is voluntary through informed consent before proceeding with questions. The researcher considered safety of participants by avoiding situations that may result to physical or mental harm (psychological harm) of participants. The study treated all provided information with confidentiality. The researcher at all costs guarded this research in relation to upholding integrity and avoiding plagiarism.

Respondents who were involved in the study did so based on their volition and willingness to participate in the study and in effect, confidentiality was seriously considered. The study was not found to be harmful in terms of physically, financially. No responses provided were ascribed to any of the respondents and they were free to decline from continuing the study (Obwatho, 2013).



## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.0 Introduction

This chapter deals with the results of the research and it analyses the primary data obtained from the field. The analysis reveals the findings of the study after which the findings are discussed. The goal of the discussion is to interpret and describe the significance of the findings in light of the existing knowledge about the research problem under investigation, as well as to explain any new knowledge or novel insights that have emerged about the problem as a result of the consideration of the findings. The main areas covered in this study are analysis of demographic data, diagnostic testing and regression results on the effect of headteacher's administrative practices on quality education delivery.

#### 4.1 Analysis of Demographic Data

Before addressing the specific research objectives of the study, it is imperative to analyse the demographic characteristics of the respondents. This section analyses the demographic characteristics of the respondents. The purpose of this analysis is to find out the level of knowledge of the respondents on the subject matter. This helps in providing credence to the quality of the data provided by the respondents as well as the validity and reliability of the data obtained.

#### 4.1.1 Sex of the respondents

**Table 2: Distribution of Respondents by Sex**

Sex	Frequency	Percentages
Male	76	60.8
Female	49	39.2
<b>Total</b>	<b>125</b>	<b>100</b>

Source: Field Survey Data, 2023

Sex of respondents in research such as this is an important variable, especially when it has to do with understanding the characteristics of the respondents. The results on sex distribution among the respondents are illustrated in Table 2. The results in Table 1 show that 60.8% of the respondents were males while 39.2% were females. This shows that the headteachers in the Municipality are dominated by males.

#### 4.1.2 Ages of the Respondents

**Table 3: Distribution of Respondents by Age**

Age in years	Frequency	Percentages
31-40	30	24
41-50	58	46.4
51-60	37	29.6
<b>Total</b>	<b>125</b>	<b>100</b>

Source: Field Survey Data, 2023

The results presented in Table 3 below show that majority of the respondents, 58(46.4%) fall between 41 and 50 years. This is followed by 37(29.6%) of the respondents whose ages fall in 51 – 60 years category as can be seen in Table 3. Also, it is clear from the Table 3 30(24%) of the teachers have their ages in the category of 31 and 40 years. This observation suggests that considering the ages, most of the headteachers are best placed to provide relevant and reliable data for this study.

### 4.1.3 Educational Qualification

**Table 4: Distribution of Respondents by Educational Level**

<b>Educational Level</b>	<b>Frequency</b>	<b>Percentages</b>
Bachelor's	15	12
Master's	110	88
<b>Total</b>	<b>125</b>	<b>100</b>

Source: Field Survey Data, 2023

Educational background is also one of the variables used in this study as moderating factor. The results obtained on the educational background of the respondents are shown in Table 4. According to the results shown in the table, majority of the respondents, 110(88%) have Master's degree and the rest, 15(12%) had First degree. This observation implies that majority of the respondents involved in this study have high level of educational attainments. This means that they are best placed to express their views on the subject matter. Therefore, the data provided by the respondents contributed to achieving validity and reliability of the results.

### 4.1.4 Years of Experience

**Table 5: Distribution of Respondents by Years of Teaching Experience**

<b>Educational Level</b>	<b>Frequency</b>	<b>Percentages</b>
Below 5 years	3	2.4
5-10	45	36.0
11-15	37	29.6
16-20	31	24.8
21 years and above	9	7.2
<b>Total</b>	<b>125</b>	<b>100</b>

Source: Field Survey Data, 2023

The results on the years of experience as illustrated in Table 5 indicate that 3(2.4%) of the respondents have been working in the educational sector for less than 5 years, 45(36%) of the respondents have between 5 to 10 years' work experience in the

sector. Also, 37(29.6%) have been working between 11 to 15 years and 31(24.8%) have working experience of over 15 years while 7.2 percent have more than 21 years working experience in the educational sector. It can be inferred from these results that majority of the respondents have substantial years of experience in working in the educational sector.

#### **4.2 Diagnostic Tests: Running the Statistical Test and Analysing the Results for the Research Questions**

Since the study employed regression analysis in the investigation, it is important to conduct diagnostics tests to evaluate the model assumptions and investigate whether or not there are observations with a large, undue influence on the analysis. In other words, the diagnostics tests verify whether the assumptions behind the regression model are met. The following sections explain the various diagnostic tests conducted to verify the stableness and validity of the data and the underlying assumptions.

##### **4.2.1 Normality test**

Table 6 shows the result of the first classic assumption test, thus, normality test. The aim of this test is to analyse whether the data used in this research are normal distributed or not. The data classified as normal if the p value of Kolmogorof-Smirnov is more than 0.05. From Table 5 below, it is noticed that the p value is 0.433 which means that the data used in this research are normally distributed.

**Table 6: One-Sample Kolmogorv-Sminov Test**

<b>Cronbach's alpha</b>	<b>Unstandandised Residua</b>
Mean	0.000
St. Deviation	4.877
Positive	0.097
Negative	0.112
Kolmogorv-Sminov Z	8.72
Asymp. Sig. (2-tailed)	0.433

Source: Field Survey Data, 2023

#### 4.2.2 Multicollinearity Test

Another classic assumption done in this research is multicollinearity test. Multicollinearity is a problem when for any predictor the  $R^2$  between that predictor and the remaining predictors is very high. The aim of this test is to analyse whether the independent variables are correlated each other. This test was done by analysing the value of tolerance and variance inflation factor (VIF). The VIF is used in statistics and it is calculated by dividing the variance of estimating a parameter in a model with several additional factors by the variance of a model with just one term. It rates how multicollinear a regression study using ordinary least squares is.

From Table 7, the value of tolerance from all independent variables are more than 0.1. While, the values of VIF are less than 10. It means that all independent variables are not correlated with each other and free from multicollinearity.

**Table 7: Multicollinearity Test**

Independent Variables	Collinearity Statistics	
	Tolerance	VIF
Curriculum and Instruction implementation	0.635	1.574
Financial Management	0.297	3.364
Physical Facilities Management	0.224	2.341
Human Resources Management	0.353	1.344
Moderating variables	0.353	2.034

Source: Field Survey Data, 2023

#### 4.3 Regression Results on the Effect of Headteacher's Administrative Practices on Quality of Education

The main goal of the study is to examine the extent to which headteacher's curriculum and instructional practice affect quality education delivery at the basic school level in Tema West Municipality. In this regard, the regression analysis was employed in

order to address the objectives. Karl Pearson's coefficient of correlation ( $r$ ) was used to measure the degree of relationship between the variables and the results on these are presented in Tables 8, 9 and 10. According to Saunders et al (2012), the value of  $r$  lies between  $\pm 1$  and the positive value of  $r$  indicates positive correlation coefficient between the variables, whereas the negative value of  $r$  indicates negative correlation. They further established that a zero value of  $r$  indicates that there is no association between the two variables, where  $r = (+) 1$ , it indicates perfect positive correlation and when it is  $(-) 1$  which indicates perfect negative correlation and effect.

**Table 8: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.776 <sup>a</sup>	0.601	0.595	0.51987

*a. Predictors: (Constant), CII, FM, PFM, HRM*

Data in Table 8 display the coefficient of determination ( $R^2$ ), thus, how well the structural model has been explained. The results of the coefficient of determination ( $R^2$ ) indicate a value of 0.601 for the examining the extent to which headteacher's administrative practices affect quality education delivery at the basic school level in Tema West Municipality in model 1. This evidence indicates that quality of education is explained by changes in headteacher's administrative practices and by extension has a strong predictive value on quality of education. This therefore, addresses the main objectives of the study by showing the extent to which headteacher's curriculum and instructional practices affect quality education delivery.

**Table 9: ANOVA**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	104.820	4	26.205	96.960	0.000 <sup>a</sup>
	Residual	69.459	257	0.270		
	Total	174.279	261			

*a. Predictors: (Constant), CII, FM, PFM, HRM*

In ANOVA Table 9, the results show a p-values of 0.000 which means that there is significant relationship between the headteacher's curriculum and instructional practices and quality education delivery

The foregoing results as presented in Table 8 and Table 9 revealed that curriculum and instruction implementation (CII); financial management (FM); physical facilities management (PFM) and human resources management (HRM) This means that the independent variables, thus administrative practices have significant effect in influencing the dependent variable (quality of education). In this regard, it is imperative to find out how each of the independent variables contribute to influencing quality of education. The results on this are shown in Table 10.

**Table 10: Coefficients**

<b>Model</b>		<b>Unstandardised Coefficients</b>		<b>Standardised Coefficients</b>	<b>t</b>	<b>Sig.</b>
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
1	(Constant)	0.230	0.124		7.422	0.048
	CII	2.331	0.137	0.523	16.996	0.000
	FM	0.578	0.167	0.131	3.454	0.001
	PFM	0.542	0.160	0.127	3.382	0.001
	HRM	0.948	0.085	0.902	11.155	0.000

*a. Predictors: (Constant), CII, FM, PFM, HRM*

According to the results in Table 10, the independent variables (instruction implementation; financial management; physical facilities management and human resources management) have positive effect on quality of education and all the independent variables have significant p-values.

**Research Objective One:** How does headteacher's curriculum instruction implementation practices affect quality education delivery at the basic school level in Tema West Municipality? This research question was crafted to assess how headteacher's curriculum instruction implementation practices affect quality education delivery at the basic school level. The regression results as shown in Table 10 indicate that curriculum and instruction implementation practice have coefficient value of 2.331 (positive) at significant level of 0.000. The dimensions representing curriculum and instruction implementation are supervision of teachers' preparedness and coordination of curriculum delivery and these, according to the results influences the quality of education.

**Research Objective Two:** What is the effect of headteacher's financial management skills on quality education delivery at the basic school level in Tema West Municipality? The second research question was formulated to establish the effect of headteacher's financial management skills on quality education delivery at the basic school level. In addressing this objective, the results in Table 10 revealed that financial management practice has coefficient value of 0.578 (positive) at significant level of 0.001. Thus, financial management was represented by budgeting for school activities and fund mobilization. In this regard, the results showed that financial management practice has significant positive influence on quality of education.



**Research Objective Three:** What is the effect of headteacher's physical facilities management on quality education delivery at the basic school level in Tema West Municipality? This third research question was aimed at examining the effect of headteacher's physical facilities management on quality education delivery at the basic school level. In this regard, the regression coefficients as shown in Table 8, indicate that physical facilities management practice has coefficient of 0.542 and this significant at 0.001. The dimensions for physical facilities management practice are adequate teaching and learning facilities and adequate co-curriculum facilities and these were found to have significant positive effect on quality educational delivery.

**Research Objective Four:** What is the relationship between headteacher's human resource management and quality education delivery at the basic school level in Tema West Municipality? The purpose of research question four was to investigate the relationship between headteacher's human resource management and quality education delivery at the basic school level. The results as presented in Table 10 revealed that human resources management (HRM) practice has significant positive effect on quality educational delivery. Thus, the coefficient of HRM practice is 0.948 and this is significant at 0.000. The dimensions for HRM practice are professional development and retention of human resources. According to the results, the coefficient is positive and significant indicating that HRM practice positively influence quality educational delivery.

**Table 11: Quality Education Delivery**

<b>Financing Schemes/Facilities</b>	<b>Descriptive statistics</b>		
	<b>Mean</b>	<b>SD</b>	<b>Rank</b>
There is high enrolment rate	4.2243	0.77806	1
There is high completion rate	4.1863	0.2235	2
There is standardized examination scores	4.1756	0.79732	4
There exist learner's creative and emotional development	4.18756	0.3222	3

Source: Field Survey Data, 2023

With regards to dimensions of quality education delivery (outcomes), the respondents were asked to express their view on the quality of education delivery (outcome) success in their schools. The results are displayed in Table 11 and it can be seen from the Table that the dimensions for quality education delivery (outcomes) had high Mean score. For instance, high enrolment rate has a Mean value of 4.2243 and this was ranked 1<sup>st</sup>, followed by high completion rate which had a Mean value of 4.1863. Also, learner's creative and emotional development had a Mean value of 4.18756 ranking 3<sup>rd</sup> and standardized examination scores was ranked 4<sup>th</sup> with a Mean value of 4.1756.

On educational policies, the respondents unanimously disagreed with the assertion that the policies by the Ghana Education Service are implemented effectively in the schools. They were also of the view that the government supplies adequate educational resources to meet the needs of this school.

#### **4.4 Discussion of Findings**

This section is the discussion of findings of the study. It is considered one of the most important parts of this research work in the sense that, this is where the researcher presents the underlying findings of the research. For this purpose, the research describes, analyses, and interprets the findings and explains the significance of those

results and ties everything back to the research questions of this study. In the discussions, the findings are compared with existing literature to find out whether the findings are consistent with other studies or otherwise.

#### **4.4.1 How headteacher's curriculum instruction implementation practices affect quality education delivery**

The study revealed that curriculum and instruction implementation practice have significant positive impact of quality education delivery. This finding is consistent with Mwatsuma (2012) discovered that effective staff supervision by headteachers was positively connected with the school's mean score and that school leadership had a substantial impact on students' academic performance. Since there aren't enough qualified head teachers, most of them are chosen because they're needed to run a school. The environmental factors might also make it difficult to closely monitor teachers, leaving a hole in how headteachers can guarantee that the curriculum and instruction are being implemented. The activities that are planned, carried out, supervised, and evaluated are all included in this responsibility of the school heads. These exercises are meant to help students' cognitive, psychomotor, and affective domains of personality develop. The curriculum is a plan for what will happen rather than a record of what has already occurred (Ojo & Olaniyan, 2008).

It addresses both the learning objectives to be met through the experiences and opportunities presented to the students as well as what they are expected to do in the learning situation. The learning opportunities and experiences created for the students in the school constitute the curriculum. The establishment of educational goals, which is where curriculum development typically begins, is based on the changing needs of society and as a result, changes over time. This implies that a curriculum that is

deemed sufficient today might not be sufficient tomorrow when the requirements and ideals of the society change.

Therefore, it is the responsibility of basic school heads to be aware of, cognizant of, and wise about societal issues and how they will impact the curriculum. He or she is expected to assess the impact of instruction, which implies that the headteacher must set up regular self-evaluations of the school curriculum using widely recognised survey guides, benchmark exams, and action research projects. Evaluation of teaching and learning aids in identifying students' strengths and weaknesses as well as measuring school activities to see if they are serving the students' educational and developmental needs. Evaluation criteria for teachers' performance include lesson planning, subject knowledge, lesson delivery, and class management, as well as work output, work attitude, punctuality, and attendance, as well as personality and social characteristics, interpersonal skills, and communication. As a result, the headteacher is responsible for evaluating instruction by ensuring that exercises, tests, and exams are administered, graded, and recorded. He or she must work with teachers to review class objectives, subject matter, instructional strategies, and evaluations of processes in order to strengthen weak points.

In order for report cards to be provided to parents or guardians, the headteacher must also make sure that records on pupils' entire performance, including academic, social, and health outcomes, are retained. Again, the basic school head's job in Ghana is to systematically oversee the work of his personnel by creating attendance sheets with subject and period indications and spaces for instructors to write their names after each lesson is delivered in a class.

#### **4.4.2 The effect of headteacher's financial management skills on quality education delivery**

The study found that financial management practice has significant positive influence on quality of education delivery. It is important to note from this finding that, financial management role is considered one of the most crucial roles of the school heads. The headteacher's responsibility in this situation is to supply and disperse monies for the achievement of educational objectives. Even while many of these school heads affect the provision of finances through rigorous and researched budgetary systems, accounting, reporting, and good negotiations, the school head has little control over the source of funds for the school. Making a budget is crucial because it serves as the main focus of running a school.

A planning and control tool is the budget. It is a financial statement that discusses the school's projected revenue and expenses. The school principal must create a budget since it outlines the suggested curriculum for the institution. A thorough budget enables the maintenance of spending control given the institution's restricted resources. Thus, it is the responsibility of the school head to plan the school's schedule taking into account the activities that will be carried out during the course of a term or an academic year. He or she is responsible for setting up an internal accounting system. The headteacher is responsible for overseeing school purchases, keeping track of school funds and assets, and maintaining efficient school operations. The educational leader is to ensure that money that belongs to the school is properly lodged in a bank or invested, and that expenditure proceeds according to what is estimated. Again, he or she must ensure that proper quarterly and annual accounts are prepared and all audit reports and queries are answered.

#### **4.4.3 The effect of headteacher's physical facilities management on quality education delivery**

The study results showed that physical facilities management practice has significant positive effect on quality educational delivery. This finding collaborates that of Murphy and Amanda (2003) who found that school physical facilities management plays an important role in ensuring quality school performance. They assert that there is a significant issue with the oversight of infrastructure, which they view as the most crucial responsibility of every school head. The school's physical facilities include its buildings (the "school plant"), its grounds, its laboratories, its tools, its libraries, its workshops, its school buses, and its instructional equipment. The government, local governments, businesses, philanthropists, and non-governmental organizations all contribute to the provision of these facilities. The school building is viewed as a regulated environment that improves instruction and learning while safeguarding students' physical health (Ojo & Olaniyan, 2008). In Ghana, headteachers of public basic schools are supposed to create a welcoming environment for children so that the students feel physically secure, emotionally safe, and psychologically capable.

Heads of public basic schools are required to see to the fencing, walling, or hedging of the school site to make it secure and safe in order to prevent unwarranted intrusion. It is necessary to fix broken tables and chairs as well as leaking school roofs. The heads are also responsible for maintaining a friendly learning environment in the school by encouraging flowery rock beautification of the school compound to increase its aesthetic value and avoid erosion, and planting trees as wind breaks and to provide shade. Recreational facilities and space for sports, games, physical education and the use of gender disability friendly playing equipment must be provided. There is also the need for toilets and urinal to be provided for pupils and teachers. The public

basic school headteacher in Ghana is expected to identify ways of providing, expanding and maintaining these facilities to achieve the goals of the school.

#### **4.4.4 The relationship between headteacher's human resource management and quality education delivery**

According to the results, it was revealed that HRM practice has significant positive effect on quality educational delivery. The educational leader or school head is expected to attract, select, motivate, supervise, develop and maintain teaching and non-teaching staff. A school's personnel needs must be identified by the educational leader, together with the exact kind of staff that is required to meet those needs. In Ghana, GES posts both teaching and non-teaching professionals to public elementary schools. The staff that has been deployed to the schools must therefore be accepted by such school heads. The headteacher has a responsibility to ensure that new employees are appropriately assimilated into the school culture and way of life. The staff must be involved in the development and administration of regular and appropriate personnel policies, such as those governing working conditions and staff assignment schedules.

In writing confidential staff reports, the headteacher is required to focus on performance rather than the distinctive traits of individual staff members. Therefore, the headteacher must treat all employees equally, allow for staff development through frequent in-service training and seminars, and encourage staff to sign up for and attend topic association workshops. Teachers are provided with in-service training through school-based and cluster-based programs at Ghana's public elementary schools. Teachers might be given access to an in-service training program at their school. These in-service training programs are successful because

teachers work together to solve both their own teaching problems and the learning issues of the students they educate. These problems may be identified by the teachers themselves or by the headteacher (through the vetting of teachers' lesson notes). A school-based in-service training among other things, seeks to improve upon teachers' professional competencies, techniques and skills in specific areas of teaching and learning, to address common needs facing teachers with regards to teaching and learning of literacy, numeracy and problem solving; provides professional support to colleague teachers in specific subjects, and provides a forum to discuss new methodologies to improve teaching and learning.





## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter provides the summary, conclusions and recommendations of the study. The conclusions are drawn in the light of the objectives, research questions and findings of the study. This chapter also provides an explanation of the ramifications of these findings and the recommendations that follow. The recommendations are based on the findings and objectives of the study.

#### 5.1 Summary of Findings

##### **Objective 1: To assess how headteacher's curriculum instruction implementation practices affect quality education delivery at the basic school level in Tema West Municipality**

In addressing this objective, curriculum and instruction implementation, supervision of teachers' preparedness and coordination of curriculum delivery were used as dimensions for headteacher's curriculum instruction implementation practices. In effect, the study found that curriculum and instruction implementation practice have significant positive impact of quality education delivery.

##### **Objective 2: To establish the effect of headteacher's financial management practice on quality education delivery at the basic school level in Tema West Municipality.**

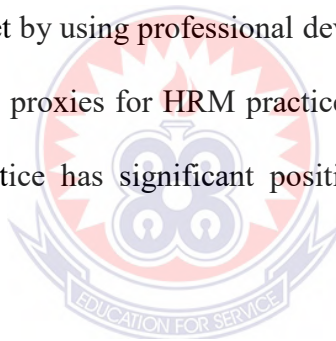
Financial management practice was measured using budgeting for school activities and fund mobilization. With, the independent variable, financial management was found to have significant positive influence on quality of education.

**Objective 3: To examine the effect of headteacher’s physical facilities management on quality education delivery at the basic school level in Tema West Municipality**

This objective was addressed by using teaching and learning facilities and adequate co-curriculum facilities to represent physical facilities management practice. The study found that physical facilities management practice has a positive relationship with quality education and has effect on quality educational delivery.

**Objective 4: To investigate the relationship between headteacher’s human resource management and quality education delivery at the basic school level in Tema West Municipality**

The last objective was met by using professional development and retention of human resources management as proxies for HRM practice. According to the results, it was revealed that HRM practice has significant positive effect on quality educational delivery.



**5.2 Conclusions**

The study sought to examine the extent to which headteacher’s administrative practices affect quality education delivery at the basic school level in Tema West Municipality. Data were obtained from the headteachers of selected basic schools in the Municipality. Upon critical analysis and evaluation of the data, the study showed that headteacher’s curriculum instruction implementation, financial management, physical facilities management and HRM practices have significant positive effect on quality education delivery in the Municipality. The study therefore, concludes that headteacher’s administrative practices play significant role in ensuring quality education delivery at the basic school level in the Municipality.

Given the wealth of the foregoing information, it is important to reiterate that educational and school goals to be attained, headteachers of public basic schools in Ghana must effectively perform certain key administrative functions including curriculum instruction implementation, financial management, improving physical facilities management and HRM. Even though the school head has certain functions to perform, it does not mean he or she can do everything by himself or herself. The headteacher can achieve much mainly with the assistance of other teachers through delegation of work.

### **5.3 Recommendations**

Based the findings of this study, the following recommendations are provided:

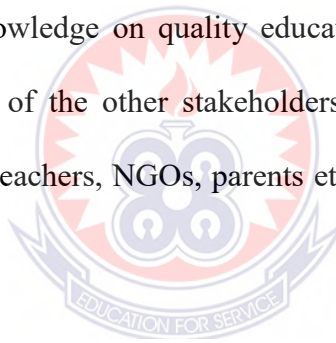
1. In order to effectively impact the selection of instructional aims and objectives, it is advised that headteachers organise regular educational seminar to update teachers' knowledge and understanding of all aspects of the curriculum.
2. The headteachers should ensure effective financial management practices in their schools. They should be transparent and prudent in making use of the funds provided for the running of the school. Headteachers are required to maintain accurate financial records, including GES receipt books, cash books, analysis cash books for capital grants, capital grant monthly expense reports, school bank accounts (savings and current), and bank reconciliation (Statement of Account).
3. With the help of Municipal Assembly, Non-Governmental Organisation, philanthropist, and other well meaning sectors, facilities in and around the schools can be improved. Once such facilities are given out, headteachers

should cultivate the maintenance and management cultures to ensure that they last longer than expected.

4. As part of HRM practices, the headteachers should create good conditions in the school for the staff to enjoy their work. Therefore, the headteacher should provide the tools needed for the job and include the staff in decision-making that pertains to their area of expertise.

#### **5.4 Suggestions for Further Studies**

In conducting this study and by virtue of the topic, data were collected from headteachers. It must be noted that educational stakeholders have key responsibilities in ensuring quality of education. Therefore, it is suggested that in order to have broader and in-depth knowledge on quality education in Ghana, future researchers should examine the role of the other stakeholders such as government and quasi-government institutions, teachers, NGOs, parents etc. in quality education delivery in Ghana.



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## APPENDIX

### Questionnaire for Headteachers

#### QUESTIONNAIRE FOR HEADTEACHERS IN THE TEMA WEST MUNICIPALITY

Dear Sir/Madam,

I am Veronica Angmor, a Master's student of the University of Education Winneba. In fulfilment of an academic requirement for a Master's degree, I am conducting a study on the topic "*Headteacher's Administrative Practices and Quality Education Delivery at the Basic School Level in Tema West Municipality.*" I have therefore, chosen this school for data collection.

I would be very grateful if you could respond to the questions given herein. This study is purely for academic purpose and that you are hereby assured that all information provided by you herein would be used only for this purpose. All information provided herein shall be coded with a unique number as such any referent will be traced to this number and not your personality. Moreover, your responses shall be treated with utmost confidentiality.

There are not costs or payment to you for participating in this study and your participation is voluntary. Please you are requested to read the instructions under each of the sections very well in order to assist you respond to the questions accurately. You are also reminded not to write your name on the research instrument.

Thank you very much for your willingness to participate in this study and your precious time.

RESEARCHER: VERONICA ANGMOR (MA Student)

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#### INTERNAL USE ONLY

Questionnaire Code: .....

Date

Issued:.....

Date: Retrieved:.....

#### GENERAL INSTRUCTION FOR COMPLETION

Please tick '√' or mark 'X' in the appropriate box provided at each question which most accurately reflects your view. Please answer the questions honestly and objectively as much as possible.

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**SECTION A: PERSONAL CHARACTERISTICS**

The following information is required to help us understand your views better during the statistical analysis of the data.

1. What is your sex?  
a) Male  b) Female
2. Indicate the age group in which you fall?  
a) 21 – 35 years   
b) 36 – 49 years   
c) 50 years plus
3. What is your highest educational level?  
a) Diploma   
b) First degree   
c) Master's degree   
d) Doctorate   
e) Others (please state):.....
4. How many years have you been working in the teaching field?  
a) Less 5 years  b) 5 – 10 years   
c) 11 – 15 years  d) 16 years plus

**SECTION B: HEADTEACHER'S CURRICULUM INSTRUCTION IMPLEMENTATION PRACTICES**

5. You are kindly requested to express your view on headteacher's curriculum instruction implementation practices. You are to use the following indicators to help you respond to the best of your knowledge to the questions in this section: Indicators: 1 = Strongly disagree; 2 = Slightly disagree; 3 = Indifferent; 4 = Slightly agree; 5 = Strongly agree.

	1	2	3	4	5
<b>Supervision of teachers' preparedness:</b>					
i. The headteacher ensures maximum class attendance by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. The school head checks teachers' schemes work at least once a week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. The school head checks teachers record of work at least once a week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Teachers are punctual to classes and cover all the time required for lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Both teachers and headteachers are Involved in making of school master time table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Teachers are able to cover syllabus on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Discuss students results and come up with new strategies to improve performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Untrained teachers are employed to teach in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Coordination of curriculum delivery:</b>					
i. This school has a unified curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Time tabling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. The headteacher ensures class activities are supervised and inspected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

iv.		[ ]	[ ]	[ ]	[ ]	[ ]
v.	Drawing school's daily routine					
vi.	The headteacher has set instructional objectives and it is known to teachers	[ ]	[ ]	[ ]	[ ]	[ ]
vii.	Team building work in ensuring curriculum is followed	[ ]	[ ]	[ ]	[ ]	[ ]
viii.	Teachers are involved in school administration	[ ]	[ ]	[ ]	[ ]	[ ]

### **SECTION C: HEADTEACHER'S FINANCIAL MANAGEMENT PRACTICES**

6. You are kindly requested to express your view on headteacher's financial management practices. You are to use the following indicators to help you respond to the best of your knowledge to the questions in this section: Indicators: 1 = Strongly disagree; 2 = Slightly disagree; 3 = Indifferent; 4 = Slightly agree; 5 = Strongly agree.

<b>Budgeting for school activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i. The headteacher has good budgeting skills	[ ]	[ ]	[ ]	[ ]	[ ]
ii. Our school is managed with a plan drawn annually	[ ]	[ ]	[ ]	[ ]	[ ]
iii. The school has employed a qualified accountant	[ ]	[ ]	[ ]	[ ]	[ ]
<b>Fund mobilization</b>					
i. The headteacher engages partners in financing of the school	[ ]	[ ]	[ ]	[ ]	[ ]
ii. The headteacher has ways of sourcing for funds for school project	[ ]	[ ]	[ ]	[ ]	[ ]
iii. School only depends on donors to function	[ ]	[ ]	[ ]	[ ]	[ ]

### **SECTION D: HEADTEACHER'S PHYSICAL FACILITIES MANAGEMENT PRACTICES**

7. You are kindly requested to express your view on headteacher's physical facilities management practices. You are to use the following indicators to help you respond to the best of your knowledge to the questions in this section: Indicators: 1 = Strongly disagree; 2 = Slightly disagree; 3 = Indifferent; 4 = Slightly agree; 5 = Strongly agree.

Adequate teaching and learning facilities	1	2	3	4	5
Effective textbooks supply management	[ ]	[ ]	[ ]	[ ]	[ ]
Ensures proper sanitation for teachers	[ ]	[ ]	[ ]	[ ]	[ ]
Ensures proper Sanitation structures for students	[ ]	[ ]	[ ]	[ ]	[ ]
Provision of reference books and teachers guide	[ ]	[ ]	[ ]	[ ]	[ ]
Laboratory efficient use	[ ]	[ ]	[ ]	[ ]	[ ]
Ensures teaching materials & charts availability	[ ]	[ ]	[ ]	[ ]	[ ]
Ensures school library efficient use	[ ]	[ ]	[ ]	[ ]	[ ]
Ensures spacious classrooms	[ ]	[ ]	[ ]	[ ]	[ ]
Ensures appropriate inventories and usage of school	[ ]	[ ]	[ ]	[ ]	[ ]

furniture					
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**Please continue from next page:**

<b>Adequate co-curriculum facilities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Ensures that an active and effective games teacher is appointed	[ ]	[ ]	[ ]	[ ]	[ ]
Ensures that the school has a spacious playground which students use for games	[ ]	[ ]	[ ]	[ ]	[ ]
Ensures that the school has adequate gaming equipment	[ ]	[ ]	[ ]	[ ]	[ ]
The headteacher has encouraged students to participate in sporting activities competitions	[ ]	[ ]	[ ]	[ ]	[ ]

### **SECTION E HEADTEACHER'S HUMAN RESOURCE MANAGEMENT PRACTICES**

8. You are kindly requested to express your view on headteacher's human resource management practices. You are to use the following indicators to help you respond to the best of your knowledge to the questions in this section: Indicators: 1 = Strongly disagree; 2 = Slightly disagree; 3 = Indifferent; 4 = Slightly agree; 5 = Strongly agree.

<b>Teacher Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i. The headteacher conducts appraisal for every teacher	[ ]	[ ]	[ ]	[ ]	[ ]
ii. Teachers are informed of their appraisal performance	[ ]	[ ]	[ ]	[ ]	[ ]
iii. The headteacher encourages teacher to attend seminars and workshops	[ ]	[ ]	[ ]	[ ]	[ ]
<b>Retention of Human Resources</b>					
i. Teachers in this school are motivated towards performing their job	[ ]	[ ]	[ ]	[ ]	[ ]
ii. Teachers are rewarded for achieving certain performance targets	[ ]	[ ]	[ ]	[ ]	[ ]
iii. The headteacher listens and acts on teachers' grievances	[ ]	[ ]	[ ]	[ ]	[ ]

### **SECTION F: QUALITY EDUCATION DELIVERY (OUTCOMES)**

9. You are kindly requested to express your view on the quality of education delivery (outcome) success in this school. You are to use the following indicators to help you respond to the best of your knowledge to the questions in this section: Indicators: 1 = Strongly disagree; 2 = Slightly disagree; 3 = Indifferent; 4 = Slightly agree; 5 = Strongly agree.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
There is high enrolment rate	[ ]	[ ]	[ ]	[ ]	[ ]
There is high completion rate	[ ]	[ ]	[ ]	[ ]	[ ]
There is standardized examination scores	[ ]	[ ]	[ ]	[ ]	[ ]
There exist learner's creative and emotional development	[ ]	[ ]	[ ]	[ ]	[ ]

**SECTION G: EDUCATIONAL POLICIES AND RESOURCES**

10. Do you agree to the assertion that the policies by the Ghana Education Service are implemented effectively in this school?

- a) Strongly disagree [ ]
- b) Slightly disagree [ ]
- c) Indifferent [ ]
- d) Slightly agree [ ]
- e) Strongly agree [ ]

11. Do you agree to the assertion that the government supplies adequate educational resources to meet the needs of this school?

- a) Strongly disagree [ ]
- b) Slightly disagree [ ]
- c) Indifferent [ ]
- d) Slightly agree [ ]
- e) Strongly agree [ ]

**THANKS SO MUCH FOR YOUR TIME AND CONTRIBUTION**

