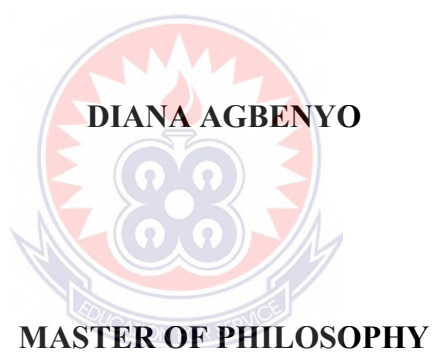**UNIVERSITY OF EDUCATION, WINNEBA**

PERCEIVED HEADTEACHERS' CURRICULUM LEADERSHIP PRACTICES AND TEACHERS' PERFORMANCE IN BASIC SCHOOLS IN AWUTU-SENYA EAST MUNICIPALITY, GHANA

DIANA AGBENYO

MASTER OF PHILOSOPHY

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UNIVERSITY OF EDUCATION, WINNEBA

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PRACTICES AND TEACHERS' PERFORMANCE IN BASIC SCHOOLS IN
AWUTU-SENYA EAST MUNICIPALITY, GHANA**

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**A thesis 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 Philosophy
(Curriculum and Pedagogic Studies)
in the University of Education, Winneba**

FEBRUARY, 2023

DECLARATION

Student's Declaration

I declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.
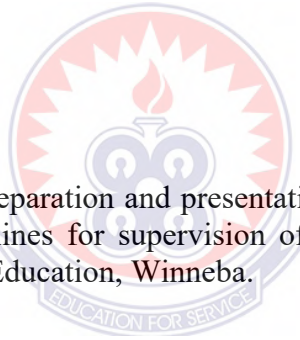
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Signature: ……………………………….

Date: …………………………………….

Supervisor's Declaration

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

Mr. Kweku Esia-Donkoh (Supervisor)

Signature: ……………………………….

Date: …………………………………….

DEDICATION

To my husband, Ebenezer Ofori Addo and my children, Emmanuel, Kelvin and Blessing.

ACKNOWLEDGEMENTS

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ABSTRACT

The overarching aim of this study was to assess the effect of head teachers' curriculum leadership practices on teachers' performance in public basic schools in Awutu-Senya East Municipality in the Central Region of Ghana. The study employed descriptive survey and a quantitative approach grounded on the positivists' paradigm to achieve its objectives. The study's target population was all teachers and headteachers in public basic schools in the Awutu-Senya East Municipality in the Central Region of Ghana. The accessible population was made up of 360 professional teachers and 41 headteachers who had been at post for at least one year. A sample of 401 consisting of 41 headteachers and 360 basic school teachers were drawn from Awutu-Senya East Municipality using census sampling technique and stratified random sampling technique respectively. Closed ended questionnaires were used to collect data for the study. Data was analysed using descriptive statistics (mean and standard deviation) to achieve objectives one and two. Multiple Regression analysis was used to examine the effects of headteachers' curriculum leadership practices on teachers' performance. The findings indicate that the headteachers have played their curriculum leadership roles effectively and efficiently in the Awutu-Senya East Municipality. This is because all the indicators such as Curriculum Development and Instruction, Planning and Preparation of Schemes of Work and Staff Development, Monitoring of Teaching and Learning across the Curriculum, Teacher Professional and Curriculum Development Improvement, Teacher Support and Development have all been adjudged to be very effective. Also, teachers in the Awutu-Senya East were found to have been very efficient in performing their duties. This was evident in the four dimensions of teachers' performance such as Classroom Management, Students' Academic Achievement, Teachers' Instructional Management and Improved Teachers' Professional and Curriculum Development. Again, headteachers' curriculum leadership was also found to have statistically significant and positive effect on teachers' performance. It is thus, recommended to the government of Ghana and other key stakeholders in the educational fraternity to ensure adequate resourcing of the headteachers of public basic schools in a bid to supporting them to continue to deliver on their mandate as curriculum leaders. Institutional arrangements should be revitalized to enhance monitoring of schools and ensure regular training of headteachers in a bid to continually sharpen their curriculum leadership skills.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

School improvement in Curriculum leadership is one of the most useful tools for improving an effective teaching and learning outcome in schools (Edwards, 2018). Research is still investigating ways to improve academic performances, teacher productivity, with emphasis on leadership for learning (MoE/GES/TED, 2014). In recent years, school leaders have been pressured to improve schools to achieve better learning outcomes for their students. To this end, the catalyst is the quality of curriculum leadership role of the school head, which is crucial for any significant difference in shaping teachers' instructional practices and learners' academic success (Bush, 2011; Hayes & Irby, 2020). Curriculum leadership involves a careful balance of instructional and administrative leadership responsibilities. Curriculum leadership is a multi-faceted and complex, embedded not only in the formal trappings of authority (as supervisor of faculty) but also in functions that cut across several roles affecting student achievement, including professional development, professional accountability, and curriculum development (Ogawa & Bossert, 1995).

Much of the current thinking on the role of the curriculum leader distinguishes the traditional, or maintenance, responsibilities commonly assigned to the position and the so-called dynamic tasks that extend the curriculum leader's impact on school improvement processes (ECRA, 2010). Headteachers need relevant knowledge and skills for their role in curriculum leadership, without which school success cannot be guaranteed (Agyeman-Nyarko, 2021). The reason is that, it is the headteacher's responsibility to work with teachers in managing their instructional programme. High

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performance of headteachers, especially in the area of supervision makes them key players in improving student performance.

Curriculum leadership which is described as the most enduring approach emerged in the 1960s in the United States with the aim to improve teachers' instruction, students' achievement, and consequently, school effectiveness (Hallinger, 2013; Mestry, 2017). Curriculum leadership is a significant driver in improving academic achievement. Curriculum leaders are directly involved in the design and implementation of curriculum, instruction, and assessment practices; it is their knowledge of instructional strategies, current research, and application of student achievement data that gives shape to instructional programming (Copland & Knapp, 2006). By focusing on learning, teaching and monitoring progress, curriculum leaders help educators to improve their instructional practices and ensure student achievement improves as a result of meaningful, supportive decisions about pedagogy, coursework, and instructional materials (Meirink et al, 2020).

According to Khan (2010), curriculum leadership focuses on the measures that headteachers take in order to enhance students' learning through setting clear vision for teachers' instructional excellence and support their professional development to improve teaching and learning. Musungu and Nasongo (2008) believe that the success or failure of a school depends heavily on the quality of its leadership system and particularly on their headteachers' leadership skills. Therefore, Bhengu and Mkhize (2013, p. 33) emphasise that "successful schools have successful leaders", and that the support that school leaders provide to teachers affects teachers' performance and students' achievements (Leithwood & Mascall, 2008, 2009; Miller et al., 2010).

Fancera and Bliss (2011) asserted that when headteachers set clear goals for their schools, monitor curriculum and instruction, participate in teachers' supervision,

and follow up students' progress, it can influence schools' performance (Fancera & Bliss, 2011). As such, Bhengu and Mkhize (2013) explain that headteachers are involved in considerable and countless day-to-day activities. For this reason, the concept of curriculum leadership nowadays is not excluded to headteachers but it includes all school leaders. This is why it is believed that "the old form of leadership that gave power and a title to one or a few headteachers, in most cases the males are rapidly becoming dysfunctional" (Karori et al, 2013, p. 053).

Headteachers cannot be the only source of leadership support to teachers any more, as they are equally playing other major roles. It is through transformational curricular (Rizwan, 2011) that headteachers, as other school leaders started to be empowered more and share leadership. In this new notion that revolves around having all the headteachers involved in the teachers' daily practices in order to improve teaching and learning, there is a vital need to have an in depth understanding of curriculum leadership including the task and responsibilities of headteachers that contribute to improving teachers' performance. Quebec and Jimerson (2020) explain that school heads play a major role in improving the quality of education in school through conducting classroom observations, measuring instruction proficiency, meeting staff regularly and assisting teachers in curriculum modification and assessment. It is strongly believed that school heads play a critical role in the school by influencing different aspects of the school and assuring that everything moves according to the school's vision and goals (Abdul, Wahab et al., 2014). Brandon et al. (2018) noticed that the success of a school depends largely on the quality of its headteacher. Thus, schools that are effectively controlled have good head teachers who perform their administrative tasks, and for that matter their curriculum leadership

practices effectively and efficiently by involving teachers in the running of the school and also supervising their work (Sebastian et al., 2019).

Headteachers' curriculum leadership practices involve visiting classrooms, reviewing lesson plans, giving feedback on teaching skills, and providing opportunities for professional development (Abdul Wahab et al., 2014). Brandon et al. (2018) claim that evaluation is a useful measurement to ensure teachers continue effective performance, support teachers to identify their weaknesses and strengths, and to suggest new techniques to address them. Shaked (2021) suggests that in order to help teachers improve their performance, curriculum leaders should spend more time in the process of observation. It is also clear that the number of studies that focused on the impact of headteachers' curriculum leadership role and teachers' performance are limited; therefore, the need for this study to contribute to a better understanding of the relationship between headteachers' curriculum leadership practices and teachers' performance in the public primary schools, especially in the Ghanaian context.

1.2   Statement of the Problem

There is an increasing public concern about the standard of education in Ghana, despite the huge government investment and effort to improve the Ghana education system (Little, 2010). Headteachers' duties, as argued by (Esia-Donkoh, 2019), is to manage the affairs of the school in ensuring and maintaining the quality and standards in education delivery. It largely depends on how headteachers effectively undertake their curriculum leadership responsibilities. Some notable qualities expected of headteachers in executing their responsibilities, among others, include professional training, leadership, interpersonal relationship, organisational

ability, communication skills, good physical and mental health, and personality (Sidhu, 2011).

Most headteachers concentrate on administrative duties rather than curriculum leadership practices (Cobbold et al, 2015), despite the essence of this role in enhancing academic achievement. The poor achievement of students in the Basic Examination Certificate Examination (BECE) had been largely attributed to weak management of headteachers (Awutu Senya East Municipal Education Directorate, 2018). Again, reports from School Performance Improvement Plan (2019) indicated that most teachers in the municipality skip some topics in the syllabus, leaving the pupils to their own fate to acquire knowledge on those topics.

There is clearly a great deal of complexity involved in making design decisions for today's curriculum leadership in the education system (Robert, 2013). The contribution that curriculum leadership makes to classroom, school and system improvement underestimated (Fullan & Gallagher, 2020). Headteachers who have been directly involved in the curriculum leadership improve teachers' performance (Harris & Jones, 2021). This finding is a validation of the work of Alrefaei (2015) who indicated that the impact of curriculum leadership roles on teachers' performance in enhancing students' achievement should be investigated to foster school performance. Curriculum leadership requires rigorous consideration of content, progression, assessment and pedagogy, the essence of teaching. This is the reason why curriculum leadership matters and why it deserves far greater research attention and prominence in school system (Harris & Jones, 2021). Despite the significance of the study by Harris and Jones (2021), unfortunately, the study did not capture these dynamics in the Ghanaian context. This feeds into the researcher to investigate this

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phenomenon in the Ghanaian context which will offer a scientific basis for policy reforms as far as curriculum leadership in Ghana is concerned.

Education around the world requires school headteachers to perform an extra essential function and afford more accountability to enhance teachers' performance by encouraging teacher learning supervision and students' academic improvement (Alrefaei, 2015). Jenkins (2019) reported that teacher's performance was shown to be heavily dependent on headteachers' curriculum leadership behaviours. Headteachers are responsible for shaping teachers' work environments, and in doing so, they can strengthen and support teacher performance (Andre et al., 2020). It is observed that, there is no or less monitoring and supervision by most headteachers in the Awutu Senya East Municipality and this has given room to teacher absenteeism which affect instructional time and teachers abysmal attitudes towards Professional Learning Communities (PLC). These behaviours impacts negatively on their performance as posited again in the reports from the School Performance Improvement Plan (2019) of the Educational Directorate in the Municipality.

There is a reciprocal relationship between teachers' performance and headteachers curriculum leadership practices (Janet et al., 2020). All over the world, school reforms seek to attain desired student achievement. Glanz and Zepeda (2016) therefore assert that, among other things, headteachers are responsible for adopting curriculum and instructional leadership practices that lead to improved school outcome. The objective of improving school academic achievement among students has resulted in greater accountability from heads of schools to focus on curriculum leadership and to enhance teachers' performance. Research has shown that curriculum leadership has a positive influence on teacher self-efficacy (Fackler & Malmberg, 2016), but few studies have been conducted on curriculum leadership and teachers'

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performance in the existing literature. However, in Awutu -Senya East Municipality, there seems to be no study conducted on the relationship between headteachers' curriculum leadership practices and teacher performance in public basic schools. It is on this premise that this study was conducted to investigate the relationship between curriculum leadership practices of school headteachers and teachers' performance in the teaching and learning process in the public basic schools in Awutu-Senya East Municipality.

1.3   Theoretical Framework

In an attempt to premise the study on theoretical foundation, the study, thus, reviewed Contingency theory and Relationship theory.

1.3.1   Contingency Theory

This theory asserts that effective leadership and management practices are contingent upon the specific context, situation, and variables at play within an organization(Fiedler, 2015). In the context of education and the relationship between headteachers' curriculum leadership and teachers' performance, Contingency Theory provides valuable insights into the nuanced and context-dependent nature of this relationship.

Specifically, Contingency Theory emphasizes that leadership effectiveness is contingent upon the fit between leadership style and the characteristics of the situation. In the context of curriculum leadership, the effectiveness of headteachers' approaches can vary based on factors such as the school's culture, teachers' experience levels, and the curriculum reform's nature. This theory underscores that there is no one-size-fits-all approach to curriculum leadership; headteachers need to adapt their leadership style to align with the specific context to maximize teachers' performance.

The theory also highlights the need for leaders to be adaptable and flexible in their approach. When headteachers recognize the diverse needs and preferences of teachers, they can adjust their curriculum leadership strategies accordingly. For instance, some teachers might thrive with a more hands-on leadership style, while others might prefer more autonomy. By tailoring their leadership approach to the individual needs of teachers, headteachers can enhance teachers' performance.

Contingency Theory acknowledges the influence of the external environment on leadership effectiveness. In the context of curriculum leadership, external factors such as educational policies, community expectations, and technological advancements can shape the effectiveness of headteachers' efforts. Effective curriculum leadership takes into account these external influences and adapts strategies to navigate challenges and leverage opportunities to positively impact teachers' performance. The theory emphasizes that leaders need to allocate resources effectively based on the situation's demands. In the context of curriculum leadership, this could involve providing teachers with appropriate training, materials, and support to implement curriculum changes. Headteachers who understand the importance of resource allocation tailored to the specific needs of teachers can facilitate improved performance and successful curriculum implementation.

Contingency Theory suggests that different leadership styles are effective in different situations. For instance, a more directive leadership style might be appropriate when introducing a new curriculum, while a more participative style could be effective when seeking input on curriculum design. Choosing the right leadership style for each context can influence how teachers respond and perform.

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In summary, Contingency Theory underscores that there is no universally applicable approach to headteachers' curriculum leadership. Effective leadership is contingent upon the specific context, situation, and variables at play within a school. By recognizing the importance of context, adapting leadership strategies, and considering external factors, headteachers can optimize their curriculum leadership practices to positively influence teachers' performance and ultimately contribute to improved educational outcomes.

1.3.2 Relationship Theory

This theory underscores the importance of interpersonal relationships, communication, and collaboration in influencing individual and group behaviour within organizations, including educational institutions (Graen & Uhl-Bien, 1995).

According Green and Uhl-Bien, Relationship Theory provides valuable insights into how the quality of relationships between headteachers and teachers can significantly influence the effectiveness of curriculum leadership and subsequently impact teachers' performance. The theory emphasizes that trust and open communication are pivotal in fostering positive relationships within an organization. Headteachers who establish trust with teachers and maintain transparent communication channels are more likely to effectively convey their curriculum leadership vision, expectations, and objectives. This clarity can lead to better understanding and alignment between headteachers and teachers, which, in turn, positively impacts teachers' performance as they know their roles and goals.

A central tenet of Relationship Theory is collaborative decision-making. When headteachers involve teachers in curriculum development, decision-making processes, and planning, it not only enhances teachers' sense of ownership but also taps into their

expertise. Such collaboration can lead to more relevant and effective curricular initiatives, thereby contributing to improved teachers' performance and engagement. Relationship Theory recognizes the role of supportive relationships in motivating individuals to excel. Headteachers who establish supportive relationships with teachers by providing guidance, resources, and feedback can boost teachers' morale and job satisfaction. This positive environment is conducive to higher levels of effort and commitment, directly influencing teachers' performance.

Additionally, Relationship Theory emphasizes the importance of a shared vision for fostering a sense of belonging and unity among members of an organization. Headteachers who effectively communicate and align their curriculum leadership goals with teachers' professional aspirations create a shared vision that encourages collective efforts toward achieving educational objectives. This shared purpose positively influences teachers' performance. The theory also addresses conflict resolution and the management of disagreements. When headteachers handle conflicts constructively and promote a culture of open dialogue, it prevents conflicts from adversely affecting teachers' performance. Teachers feel valued and understood, which in turn contributes to a positive work environment and improved performance.

Relationship Theory offers a comprehensive framework for understanding the dynamics between headteachers' curriculum leadership and teachers' performance. By focusing on building strong interpersonal relationships, fostering effective communication, and promoting collaboration, headteachers can positively impact teachers' engagement, motivation, and overall performance, leading to better educational outcomes.

1.4   Purpose of the Study

The purpose of this study was to assess the effect of head teachers' curriculum leadership practices on teachers' performance in public basic schools in Awutu-Senya East Municipality in the Central Region of Ghana.

1.5   Objectives of the Study

Specifically, this study sought to:

1. investigate the curriculum leadership practices of head teachers in public basic schools in Awutu-Senya East Municipality.

2. determine the level of teachers' performance in public basic schools in Awutu-Senya East Municipality.

3. examine the effects of head teachers' curriculum leadership practices on teachers' performance in the selected public basic schools in Awutu-Senya East Municipality.
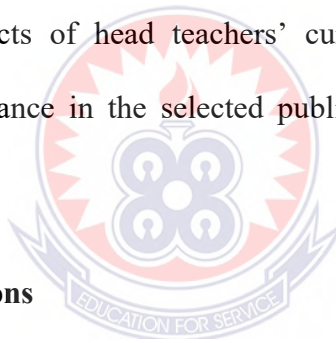
1.6   Research Questions

1. What are the curriculum leadership practices of head teachers in public basic schools in Awutu-Senya East Municipality?

2. What is the level of teachers' performance in public basic schools in Awutu-Senya East Municipality?

3. What is the effect of head teachers' curriculum leadership practices on teachers' performance in public basic schools in Awutu-Senya East Municipality?

4. What is the effect of headteachers' curriculum leadership practices on teachers' performance in public basic schools in Awutu-Senya East Municipality?

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1.8   Significance of the Study

The findings of this study may contribute to theory, guide practice and shape policy. For theory, the findings may contribute to the body of knowledge, expand literature and encourage continuous debate on headteachers' curriculum practice and teachers' performance. The findings would also provide insights into the nature of head teachers' curriculum practices, and bring to bear its impact on teachers' performance in public basic schools in Awutu-Senya East Municipality. The findings may also form basis for further studies on the topic.

For practice, the findings may create awareness among the management of the public basic schools in the Awutu-Senya East Municipality on the impact of headteachers' curriculum leadership practices on teachers' performance. In line with Fackler and Malmberg's (2016) study, it is anticipated that the findings of the study would highlight the various curricular leadership skills of head teachers that have a relationship with the performance of teachers in public basic schools in the Awutu Senya East Municipality. This information would assist the management to provide strategic support to head teachers of public basic schools in the Municipality to enhance head teacher's curriculum leadership practices.

For policy, the findings of the study will reveal the level of teacher performance in public basic schools in the Awutu Senya East Municipality. This revelation will provide the Directorate of Ghana Education Service in the Municipality with the needed information to make it a policy to organize in-service training programmes and workshops for headteachers and teachers to improve on their knowledge, skills and practice to achieve the desired school and educational outcomes.

1.9   Delimitation of the Study

The study was delimited to public basic schools in the Awutu-Senya East Municipality. It was also delimited to curriculum leadership practices of headteachers in these schools. The curriculum practices in this study were curriculum development and instruction, planning and preparation of schemes of work and staff development, monitoring of teaching and learning across the curriculum, teacher professional and curriculum development improvement, teacher support and development. Again, the study was delimited to teachers' job performance in public basic schools in the Municipality. Only teachers who had spent at least one year at post were involved in the study. The indicators of teacher job performance in this study were classroom management, students' academic achievement, teachers' instructional management and improved teachers' professional and curriculum development.

1.10   Limitation of the Study

All studies are subject to limitations. Limitations need to be accounted for in attempting to generalize results from one population to another. This study has several limitations. The results cannot be generalized to schools other than those in the Awutu Senya East Municipality; even within the population used in this study, there are within-school differences that may account for results other than those variables included in this study. Again, the study was conducted in the 2022 academic year. Therefore, the findings cannot be generalized beyond that academic year.

1.11   Organisation of the Study

This study was organized into five chapters. Chapter one covers the general introduction to the study grouped under the following headings; background of the study, statement of the problem, theoretical framework, purpose of the study,

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objectives of the study, research questions, significance of the study, scope of the study and organization of the study. Chapter two presents the literature review relevant to this study. It will also include the conceptual review and theoretical review of the study. The chapter three outlines the methodology including the research design, target population, instrument for data collection, data collection procedure and data analyses as well as ethical consideration. Chapter four presents the data analysis, presentation, and discussion of results. Chapter five discussed the summary of findings, conclusions, recommendations and suggested area for further studies.

1.12 Definition of Terms

Curriculum leadership: Curriculum leadership refers to the role and responsibilities of educational leaders, such as principals or headteachers, in guiding and directing the development, implementation and evaluation of educational curricula in schools or educational institutions (Lee & Dimmock, 1999). It involves the active engagement of educational leaders, such as principals, curriculum coordinators, and teachers, in shaping the content, design, and delivery of the curriculum to enhance student learning outcomes. Curriculum leadership goes beyond administrative duties and involves making informed decisions about what is taught, how it is taught, and how student learning outcomes are assessed (Glatthorn, 1987).

Teachers' performance: Teachers' performance refers to the effectiveness, competence, and overall quality of a teacher's instructional practices, interactions with students, classroom management, and contributions to student learning outcomes. It encompasses a wide range of skills, attitudes, and behaviours that influence the learning experience of students and the overall success of an educational institution (Tehseen & Hadi, 2015).

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CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This phase of the study is devoted to critically examining the existing literature, which serves as the foundation for establishing the study's necessity and rationale. As such, the conceptual review and empirical reviews were delved into. The conceptual review comprised exploring the concept of headteachers' curriculum leadership including curriculum leadership practices, aspects of curriculum leadership practices as well as a model illustrating the interrelationships between the study variables. This section also looked at the headteachers' role in curriculum leadership. Also, the empirical review focused on the meaning of teachers performance, levels of teachers performance and the relationship between headteachers' curriculum leadership and teachers' performance.

2.1   Conceptual Review

This section explores the general concept of curriculum leadership and teachers' performance. Issues covered in this section are meaning of teacher performance, meaning of curriculum leadership, curriculum and curriculum design, curriculum leadership objectives, curriculum leadership responsibilities for teacher development, responsibilities of curriculum leadership in terms of student achievement and headteachers' role in curriculum leadership.

2.1.1   Curriculum and Curriculum design

The concept of 'curriculum' in this thesis is used broadly to refer to the academic plans or blueprints that an educational institution develops for guiding student learning (Lattuca & Stark, 2009; Taba, 1962; Wiles, 2009). These plans need

to be comprehensive in order to attend to various aspects of the teaching-learning process, thereby minimizing potential problems during the implementation of these plans. Thus, Van den Akker (2003) suggests an elaborate list of ten curriculum components comprising rationale, objectives, content, learning activities, teacher role, materials and resources, grouping, location, time, and assessment. Conceptualizing 'curriculum' into a set of representations also helps understand the applied connotation of the concept. The 'curriculum' is usually manifested in three major representations (Goodlad, Klein, & Tye, 1979): 1- the planned/formal curriculum (the educational intentions as described in the academic plans such as program/course descriptions), 2- the enacted curriculum (i.e., curriculum in action), and 3- the attained curriculum (the resultant student learning).

Curriculum design or curriculum development (used interchangeably in this thesis) can be defined as a lengthy and iterative process of planning, designing, implementing, and evaluating the student learning experiences in order to realize desired changes (Print, 1993; Van den Akker, 2003; Wiles, 2009). From a technical-professional perspective (Goodlad, 1994), that is, the technical aspects of the development process, the curriculum design process has been depicted in many various approaches and models. These are synthesized into four major paradigms (Visscher-Voerman & Gustafson, 2004): the instrumental paradigm, the communicative paradigm, the pragmatic paradigm, and the artistic paradigm. The first paradigm of the two constitutes a systematic (instrumental) approach, which dates back to Tyler's (1949) rational-linear approach. Most available systematic design models are variants of Tyler's approach. In the systematic approach, the development of the curriculum learning outcomes is the focal point that determines the other components of the curriculum such as the content, the learning strategies, and the

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assessment methods (Visscher-Voerman, Gustafson, & Plomp, 1999). This approach often revolves around an iterative cycle of five phases: analysis, design, development, implementation, and evaluation (Piskurich, 2006). The second paradigm represents a relational (communicative) approach that explicitly recognizes the social context of the design. Design models within this paradigm are mostly influenced by Walker's (1971, 1990) deliberative approach. A key activity in the communicative approach is the extensive collaboration and deliberation between the curriculum developers and the stakeholders (e.g., employers, teachers, and institution management) throughout the design process to reach consensus about what the curriculum should be like (e.g., program structure, content, and pedagogy) and how it should be developed and implemented (Kessels & Plomp, 1999).

Effective teaching and learning requires careful arrangement, professional instruction, and a global structure to ensure that curricular 'plans' are achieving the target 'learning' (Diamond, 2008). Within these two realms of 'planning' and 'learning' lie complex processes, interactions, factors and actors (Marsh & Willis, 1999; McKenney et al., 2006). An important issue in curriculum design is attending to the various components of curriculum (i.e., student learning plan). Van den Akker (2003) provided an elaborate list that comprised rationale, learning objectives, content, learning activities, teacher role, learning materials and resources, grouping, location, time, and assessment. Curriculum design can be engineered at different levels (e.g., Marsh, 2004; Van den Akker, 2003): the first (macro) refers to CD at the ministry/state/district level which takes, for example, the form of establishing accreditation standards; the second (meso) concerns CD at the institution level such as planning and reviewing educational programs and courses; the third (micro) refers to the curriculum in action (i.e., teaching and learning activities); and the fourth (nano) is

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about the student learning resulting from all the previous curriculum planning and the actual teaching activities. Curriculum problems usually arise from gaps, and inconsistencies between these levels (McKenney et al., 2006). Curriculum design can also be understood as a plan that either refers to the blueprint of a number of elements along with their arrangement or to the process (steps) to be followed in developing a curriculum (Johnson, 1969). The first (design as a blueprint), which is usually referred to as the formal/written curriculum, can include documents like curriculum standards, program specifications, course descriptions, or lesson plans. The latter (design as a process) can refer to systematic approaches in CD such as Tyler's rational-linear model (1949). In this study, CD refers to both the blueprint and the process. Documenting and writing curricula in clear and detailed blueprints is an important CD practice as this facilitates the work of management, teachers, and students.

Analytical literature on course descriptions, for instance, recommends that these curricular blueprints be more detailed and organized as they can assist the performance of both teachers and students through improving communication, clarifying expectations, guiding student learning, and linking courses to the overall curriculum and to the job market (Habanek, 2005; Wolfe, 2005). However, in practice, these reported uses do not seem to be adhered to as the formal/written curriculum in many institutions is either missing or lacking detail and/or clarity (Habanek, 2005; Stark, 2000). "In many school organizations, curriculum documents do not exist. Where they do, they don't follow a specified framework, are poorly written, are not up-to-date, and are generally ignored by teachers and school leaders." (Ruebling, Stow, Kayona, & Clarke, 2004, p. 244). From a process perspective, CD is assumed by curriculum scholars to be a lengthy and iterative process of planning student learning. Such a process has been embodied in many models and approaches

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in an attempt to capture its salient activities and trajectories with tendency by many to adopt a systematic approach. Most of the current systematic approaches are, however, variants of Tyler's (1949) rational-linear approach which stresses the importance of identifying educational purposes and then designing backward. Although core activities in a systematic CD process such as needs analysis, design, development, and evaluation are common among the various CD models (Gustafson & Branch, 2002), they tend to have dissimilar functions and vary in the emphasis they receive based on what curriculum designers view as a good design process (Visscher-Voerman et al., 1999).

Recently, curriculum designers are, however, adopting an eclectic strategy (a blend of approaches) trying to address the particular context for which the curriculum is designed (Van den Akker, 2003). An example of this blend appears in Kessels' systematic relational approach (1999). Kessels contends that the successful application of a systematic approach can result in a well-structured curriculum with strong 'internal consistency' defined as harmony between elements like needs analysis, learning goals, instructional strategies, and evaluation. However, he stresses that adopting this approach per se does not achieve optimal results. A relational CD approach that involves stakeholders in the design and implementation activities needs also to be considered to realize the curriculum external consistency defined as harmony in the perceptions of stakeholders about what the outcomes are, and how they can be achieved. Kessels' approach seems to be quite relevant to the design of vocational curricula due to the importance of the external consistency of vocational programs as established earlier.

2.1.2   Meaning of Curriculum Development and Curriculum Leadership

Curriculum development, defined as "the process of planning, constructing, implementing and evaluating learning opportunities intended to produce desired changes in learners" (Print, 1993, p. 23), is essential for realizing a high quality and relevant curriculum (Diamond, 2008). While there are several approaches to curriculum development (Marsh & Willis, 1999; Visscher-Voerman et al., 1999), curriculum development at the program level is commonly conducted through a systematic approach (Gustafson & Branch, 2002). A key activity in this systematic approach is the development of the curriculum (program) learning outcomes, which then form the basis for subsequent development activities such as selecting the program content, learning strategies, and assessment methods (Visscher-Voerman et al., 1999). The systematic approach is often conceptualized as involving an iterative cycle of five phases: analysis, design, development, implementation, and evaluation (Piskurich, 2006). However, simply applying this approach does not in itself yield optimal results according to Kessels (1999). Kessels explains that a relational approach that involves stakeholders in the curriculum development process is also needed to ensure the responsiveness of the curriculum to the needs of concerned stakeholders. This relational approach is centered on extensive collaboration and deliberations between the curriculum developers and the stakeholders throughout the development process in order to reach consensus about the main features of the educational program, such as its outcomes, content, pedagogy, and assessment (Kessels & Plomp, 1999).

A growing body of analytical and empirical research indicates that academic managers are increasingly expected to perform curriculum leadership tasks: defining and sharing the curriculum purpose (i.e., mission, goals, and standards), promoting

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external and internal collaboration with curriculum stakeholders, providing a structure for curriculum development work, and coordinating the various and complex curriculum development activities (Nguyen, 2012; Wiles, 2009). Curriculum leaders' focus on two main functions: maintaining the curriculum and advancing it to a better state (Wiles, 2009). The first involves conducting regular reviews, thereby ensuring compliance with accreditation standards and the availability of necessary resources, while the latter requires updating the academic programs/courses, setting new goals, and initiating innovations for better student learning.

Academic managers, as curriculum leaders, are expected to monitor the fulfilment of program/course plans by coordinating efforts throughout three major curriculum development phases (Lattuca & Stark, 2009). First, during the development phase, they ensure that the learning outcomes of the programs and courses are articulated and up-todate. Second, during the implementation phase, they ensure the availability of staff and materials and facilitate other relevant processes such as communicating with teachers and students and motivating teachers. Finally, during the evaluation phase, they monitor student progress, assess the implementation of the intended plans, and adjust them accordingly. Review of the literature addressing curriculum leadership (Glatthorn, Boschee, Whitehead, & Boschee, 2012; Marlow & Minehira, 1996; Sorenson, Goldsmith, Mendez, & Maxwell, 2011; Stark et al., 2002) reveals diverse and sometimes divergent views about roles, tasks, and activities (terms used inconsistently) associated with curriculum leadership.

A synthesis of this literature suggests three overlapping curriculum leadership domains within which 'curriculum leaders' function. The three domains are as follows: 1- the curriculum development domain, concerning the technical curriculum development tasks and activities that academic managers need to work on with others;

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2- the administrative domain, referring to the routine administrative tasks that keep the educational process running; and 3- the leadership domain, concerning leadership roles and practices expected of academic managers if they are to perform effectively in the other two domains. Of these three domains, the curriculum development domain is the one least attended to by college middle management for several reasons, one of which is the lack of professional support (Albashiry et al., 2015; Nguyen, 2012; Stark et al., 2002; Wolverton et al., 2005).

2.1.3   Curriculum Leadership Objectives

The curriculum leadership seeks to encourage the growth of the curriculum, ascertain that the curriculum area's primary goal is learning, promote high success and excellence in classroom, encourage and support students to strive for more than their own best and assist teachers in their professional and personal growth.

2.2   Headteachers Role in Curriculum Leadership

This section explored the various roles played by headteachers as far as curriculum leadership is concerned. These roles include Curriculum Development and Instruction, Planning and Preparation of Schemes of Work and Staff Development, Monitoring of Teaching and Learning across the Curriculum, Teacher Professional and Curriculum Development Improvement and Teacher Support and Development. These are discussed as follows:

2.2.1   Curriculum Development and Instruction

According to Edge and Myelocoeles (2008), this indicator involves mastering and advancing in the educational concepts and curriculum ideas for the curriculum development, carrying instructional design based on an overall teacher understanding of the curriculum in the school, communicating curriculum policies to teachers,

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students, and parents appropriately in the school, mastering the latest national and local curriculum policies, curriculum plans, and subject curriculum standards, carrying out information on teaching diagnosis, or curriculum evaluation simultaneously in the teaching process in the school, evaluating the competence of the teachers based on the school curriculum, discussing and sharing curriculum schemes based on key competencies with the teachers in the school and actively developing new curriculum resources to enhance students' academic development in the school. It also involves keeping track of and assessing work plans, and revising them as needed, initiating curriculum discussions and ensuring that teaching methods and subject content are constantly reviewed in accordance with the National Curriculum, exam syllabi, and other external requirements so that students can progress both inside and outside of the classroom (Chamberland, 2009).

2.2.2 Planning and Preparation of Schemes of Work and Staff Development

The broader role of planning and preparation of schemes of work and staff development as espoused by Wenner and Campbell (2017) involves making good use of modern information technology in the implementation of the curriculum to guide students' academic achievement and self-development, evaluating the quality of curriculum practice and student development based on the effectiveness of the curriculum vision, meeting the individual development needs of students by developing school-based curriculum implementation strategies, exchanging ideas on curriculum improvement with teachers in the school, providing opportunities for teachers' professional development in school, providing a significant effort for teachers to effectively accomplish all their tasks in school and providing the necessary feedback to teachers on curriculum implementation strategies, providing the necessary strategies to teachers on curriculum implementation in the school. It therefore

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involves ensuring that appropriate schemes of work are planned and prepared, taking into account internal and external changes and requirements, as well as school policies and goals, in order to effectively deliver the curriculum to students of all abilities

2.2.3   Monitoring of Teaching and Learning Across the Curriculum

Headteachers' role involves adjusting teachers teaching methods in time to ensure effective curriculum implementation, conducting curriculum evaluation on teachers to help understand the curriculum to help students' academic development, giving appropriate rewards/appraisals to teachers for their effective efforts in the implementation of the curriculum roles in the school, allowing teachers to participate in curriculum leading, management, and decision-making in the school, overseeing the collection, analysis, and dissemination of pertinent student data, and utilize this information to develop reasonable yet demanding goals for staff and students, keeping an eye on the quality and effectiveness of classroom displays, and consult with Assistant Teachers as needed (Muijs & Harris, 2006).

2.2.4   Teacher Professional and Curriculum Development Improvement

This theme of responsibility involves knowing how to use curriculum leadership to influence teachers' performance and their competencies, having the willingness to lead the curriculum roles in the school and taking teachers' opinions into account when making curriculum decisions (Carpenter & Sherretz, 2012).

2.2.5   Teacher Support and Development

This theme involves providing curriculum resources (schools, communities, Internet, etc.) to maximize the effect of cultivating students' key development, adopting teaching research for the curriculum implementation to guide students for

effective development, actively providing curriculum resources to enhance teachers' competencies and students' understanding, planning daily activities efficiently for school progress, getting involved in curriculum leading, management, and decision-making in the school, providing the needed information for teachers on curriculum activities for student development and ascertaining that all staff members have the necessary equipment and resources to help students learn successfully, as well as that all equipment and resources given are appropriately utilized and returned (Muijs & Harris, 2003).

2.3   Meaning of Teacher Performance

The actions that teachers conduct in schools to attain educational goals might be regarded as their work performance (Mun et al., 2017). Professional teachers' performance is a critical component in ensuring that teaching methods are very effective and successful, allowing students to improve their learning skills, knowledge, and performance. Teachers' performance must be evaluated to assess their competency, and this cannot be done just by looking at students' grades (Azeem & Omar, 2018).

According to Azeem & Omar (2018), as a result of scientific reforms in the educational system, globalization in the twenty-first century has made the educational system more dynamic and highly challenging. As a result, teachers' responsibilities have shifted from teacher-centered to student-centered, with teachers being expected to act as instructional facilitators in the learning process, spend more time analysing students' needs, motivating students, ensuring students' interactions, and continually checking prerequisite knowledge (Jagta, 2015). The degree to which the teacher considers the developing social and emotional climate within the classroom determines the institution's success or failure (Azeem & Omar, 2018). Uninspired

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teachers would not be advantageous to teaching and learning in a high-cost, well-equipped school. As a result, a teacher is critical because they are trailblazers in the lives of students and the educational process for development. As a result, instructors must surely possess a wealth of experience in assessing and moulding pupils' skills in the appropriate direction (Azeem & Omar, 2018).

The concept of teacher performance, on the other hand, refers to a teacher's behavior and how he behaves in the teaching-learning environment in such a way that teachers successfully complete assigned actions or tasks (Duze, 2012). Whatever policies he establishes, the teacher must eventually interpret and execute these policies as part of the teaching-learning process. The phrase does not just refer to the impact or manner in which teaching is delivered, such as student accomplishment or personal growth, nor does it refer to instructor traits. Rather than product variables, instructors' performance is assessed, with progress variables (Taylor, 2012). According to Gibbs (2002), teachers must be able to withstand the demands, threats, and challenges that come with teaching in a variety of situations. Gibbs (2002) further suggested that an effective teacher must be able to be persistent, flexible, and innovative when it comes to new teaching methods, as well as be prepared in the event of failure.

Teacher performance has been described as the belief in one's capacity to plan and carry out the actions necessary to deal with potential problems (Brandon et al., 2018). Bush (2014) discovered a link between teacher efficiency and student success. As a result, the responsibility of the headteacher is to collaborate with teachers in order to enhance their effectiveness. Headteachers must address issues of teacher effectiveness and work with teachers to help them develop skills relevant to assisting students in achieving educational goals (Hoy et al., 2008; Donkor & Asante, 2016).

Headteachers should have the opportunity to influence the quality of education that children receive through striving to improve teacher performance. Teachers' confidence in their abilities is connected to increased student achievement, inspiring students to study, enhancing students' and teachers' innovative skills, and having successful classroom management (Harbour et al. 2015). Classroom dialogue, critique, developmental evaluation, and metacognitive strategies are among the four instructional teaching practices highlighted by Brown and Green (2015) as useful for instructors. Teachers with high levels of efficacy improve students' performance by providing several opportunities in their discussion groups to amplify the depth of the students' understanding of any subject and allow the teachers to assess the students' understanding of the concept (Billingsley et al. 2017).

As a result, Harbour et al. (2015) argue that teachers should be able to provide feedback on instructional teaching practices so that they can change or improve them. As a result, in order to improve their effectiveness, headteachers must provide teachers with individual or group feedback on various areas identified by school leaders during classroom visits or school meetings. Furthermore, Flimban (2019) proposed that when teachers are performing well, they will survey their students as often as possible to assess how well they are understanding concepts being taught, indicating that they have improved their ability to view their primary goal as providing students with desired information and skills for dealing with real-life situations. Furthermore, when teachers perform well, they provide pupils with more opportunities to do their studies independently, fostering their independent work ethic (Oleson & Hora, 2014).

2.4   Indicators of Teacher Performance

Varying indicators of teachers' performance have been used by different authors. However, in this study, indicators such as; classroom management, student academic achievement, teachers' instructional management and improved teachers professional and curriculum development were used as proxies for teachers' performance.

2.4.1   Classroom Management

Classroom management is generally conceived to entail all actions taken by the teacher to ensure order and effective time use during lessons (Doyle, 1986). In classroom research, effective classroom management strategies have long been considered crucial for students' achievement gains (Walberg & Paik, 2000). Classroom management is a practice that involves activities such as attending class on time, managing classroom time effectively for student academic development, ensuring that students put up good behaviour in class, ensuring that students discipline themselves in school and in class to promote smooth teaching and learning. Other activities depicting classroom management involve providing conducive class for teaching and learning in school, managing school teaching and learning resources effectively in class, among others. A meta-analysis of 50 years of research concluded that classroom management is a powerful component of the overall classroom climate as it impacts the level of student engagement, the frequency of inappropriate behaviour and the quality of student learning (Wang, Haertel, & Walberg, 1994).

2.4.2   Student Academic Achievement

Student academic achievement as an indicator of teachers' performance involves; teachers always teaching students based on the existing curriculum

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available, examining students based on their understanding of any topic treated in class, ensuring students' performance in class and terminal exams are always improving, ensuring students participate actively in class, providing good interpersonal relationship with students as well as ensuring that a particular attention is paid to academically weak students in class.

2.4.3   Teachers Instructional Management

Instructional management (IM) addresses teachers' instructional aims and methodologies and includes aspects such as monitoring seatwork and structuring daily routines as well as the teacher's use of lecture and student practice versus interactive, participatory approaches to instruction. To what degree does the teacher encourage students to actively interact in the classroom? When designing lessons, to what extent does he or she consider the nature of students- their interests, needs, and background? The manner in which the teacher approaches instructional tasks contributes to the general classroom atmosphere and classroom management style (Burden, 1995; Kounin, 1970; McNeely & Mertz, 1990; Reeve & Jang, 2006; Weinstein & Mignano, 1993).

Indicators of teachers' instructional management include practices such as efficient use of teaching and learning resources to ensure student development, adopting good teaching and learning methods, enforcing discipline among students, effectively designing classrooms by setting up students' desks, bulletin board devices, etc. Other indicators include; adopting good instruction techniques in teaching students, observing how students learn best and use good classroom management strategies in teaching, developing classroom rules and regulations for effective

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teaching and learning as well as scheduling and organising classroom activities on time with students to ensure good delivery.

2.4.4 Improved Teachers Professional and Curriculum Development

Principal offers and advances professional development chances to enhance teachers' instructional skills (Blase & Blase, 2000). An effective instructional leader is a person who organizes staffs' development conferences, observation, and supervision process of staff (Maher, 1986; Zepeda, 2014). The school principal exhibits a high level of joint effort with school staff, creates continuous visits to classrooms, and provides regular criticism (Marzano, Waters, & McNulty, 2005). This indicator of teachers' performance bothers on the fact that teachers are always evaluated by the headteacher for effective development of the students, teachers always collaborate with their colleagues to improve their teamwork, teachers develop new ideas and creative and innovative methods in teaching and learning, teachers develop good interpersonal and communication skills for effective teaching and learning, teachers articulate new ideas and opinions for solving academic problems as well as developing good work ethics in their field of teaching.

2.5 Evaluation of Teacher Performance

Evaluation of teachers' performance is done using different approaches and parameters by different people. These are vividly explained under teachers performance, assessment by headteachers, teachers performance assessment by students and teachers performance assessment by student outcome.

2.5.1 Teachers' Performance Assessment by Headteachers

This is the traditional technique of evaluating teacher performance. This is usually accomplished by having a supervisor come into the classroom and observe the

teacher's behaviour with the students. The frequency and timetable of observations are determined by the school's requirements or demands, as well as the observation's purpose. Without a doubt, classroom observation with formative evaluation necessitates the observation of several events (Goldstein, 2004). The typical instrument of choice is the Likert, or rating scale, which involves student observation of how they respond to their teacher. Observing the teacher's learner plan and auditing learners work or the instructors' portfolios may be part of the observation in elementary or secondary school classrooms. The supervisor will usually convene a meeting with the teachers before, during, and after the observation. The purpose of the meeting varies, but the main goal is for the supervisor to influence the outcome of his observation and the instructors' performance evaluation (Peterson, 2004). The principal's primary responsibility is to evaluate teachers, but evidence suggests that interactions with the principal are flawed. Copper et al. (2005) discovered that teacher evaluation is a difficult procedure in schools, especially for inexperienced or new administrators. According to Copper et al. (2005), "because supervisor's historical role has been inspection and control, it is no surprise that most teachers do not associate supervision with collegiality.

2.5.2   Teacher Performance Assessment by Leaners

The most prevalent approach for assessing a teacher's ability in the classroom is student rating or evaluation. This method is founded on the fact that students are direct consumers of the services provided by instructors, and hence are in a good position to evaluate and appraise their teachers' performance. This assessment method was first introduced in the United States in the 1920s, and it has since become a standard and routine teaching practice. This is frequently accomplished through the use of a rating scale, in which proctors visit classrooms and ask students to access and

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rate a specific teacher's performance in a subject or course. Occasionally, students are asked to write their unfiltered comments regarding the instructor and the subject or course to receive a qualitative report. This ensures that the information evaluation is not limited to quantitative scores, but also includes qualitative data (Ochave & Abulon, 2006). Students have a unique opportunity to evaluate a variety of aspects of effective instruction. The reliability of student rating studies produces mixed results (Hanif & Pervaz, 2004). Moreover, despite the validity of student ratings of teachers' performance being supported by a few studies, some people remain sceptical of their use, particularly for tenure and personnel decisions (Algozzine et al., 2004).

2.5.3 Teacher Performance Assessment by Learner Outcome

The use of student results as a basis for measuring teacher effectiveness and performance is a new trend that has gotten a lot of attention in studies recently. Teachers' performance, practicality, and accomplishment are evaluated based on student test scores. Test scores are used as a key policy mechanism in the United States to evaluate instructors and their schools. However, this approach has been criticized, primarily because of the validity of using students' test scores to assess teacher effectiveness and performance (Kupermintz, 2003). According to Nolan and Hover (2011), Teacher performance is not directly related to student achievement. The teacher does not influence the behaviour of the students. The final decision is always made by the students. They decide how much time and effort they will devote to learning. This decision sometimes has a direct bearing on the quality of the teacher's work; other times, it has little bearing on the teacher's work.

The challenge for those who want to utilize student learning as a proximal measure of teacher success is that the link between student effort and teacher performance isn't always obvious. It is hard to determine the degree to which there is

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a link between student learning and teacher performance until student learning data is combined with additional data sources such as administrator observations, instructor materials, and video recordings. Numerous additional factors, such as family history, student IQ, school atmosphere, and test anxiety impact pupils' test performance. Even though this technique is not widely supported by certain teachers, teachers should nonetheless be held accountable for their students' grades or results. This practice, according to the author, might be more effective when paired with other assessment methods (Kupermintz, 2003).

2.6 Levels of Teacher Performance

Education is one of the most important variables influencing societal quality (Mardalena et al, 2020). The expected level of education quality can be achieved by making systemic improvements to all aspects of education, such as principal leadership, improving the quality and equitable distribution of teachers, enhanced curriculum, learning resources, adequate facilities and infrastructure, a conducive learning climate, and government policies that support it. The teacher is the most important component of all since it is in the hands of the instructor that the curriculum, learning materials, facilities and infrastructure, and learning atmosphere become relevant for pupils (Mulyasa, 2004). The standard of competence of educators and education professionals is one of the benchmarks that is directly connected to the quality of education. To accomplish high-quality education, instructors and education workers must be of high calibre. Education is the most important capital for developing superior human resources. The primary realm of education is school. The school has a vision, purpose, goals, and functions as an institution. The school's goal is to equip people to create changes and follow the global era. The school tries to

increase students' self-ability so that they can progress, not just in the field of science. This skill might be physical, social, or emotional in nature.

Educational institutions are said to be of high quality if they have skilled instructors, a strong feeling of responsibility for their disciplines, and the lofty moral and character characteristics required to be acknowledged as educators. In this situation, educational institutions, such as schools, organize educational and learning activities based on innovative, creative, and efficient concepts in order to create excellent education (Sagala, 2017). Quality improvement in education is absolutely necessary, because it will have an impact on the quality of existing human resources. School organizations are made up of a variety of factors, including individuals and groups that collaborate to achieve educational goals. Without excluding other aspects of the school organization, the administrator and instructor are internal personnel who play a significant role in determining the effectiveness of a learning process. There is therefore the need to find ways by which the performance of teachers can be measured.

Teachers range in their traits, demeanour, and work ethic; some are passionate and full of duty; others perform the task without a feeling of responsibility; and yet others frequently play truant, arrive late, and fail to comply. Teachers in such a state are an issue in every formal educational institution. Schools will struggle to attain the results that instructors anticipate when teachers perform poorly (Sardiman, 2005). The instructor is one of the school's human resources. Teachers serve as role models and motivators for pupils as they chart their course for the future. If the instructor can be a source of inspiration and motivation for pupils, kids will be more likely to pursue their great ambitions in the future. This is where the significance of generating excellent instructors, ideal and inventive teachers capable of arousing enormous

excitement in students to become players of changing world civilizations in this global era and capable of creating development in numerous disciplines comes into play. This transformation is also dependent on how the principal implements the best method for maximizing teachers' roles in achieving school goals and enhancing learning quality (Suliah et al, 2019). The presence of competent professors is undoubtedly expected to bring Indonesian education quality closer to the targeted level. Quality problems relate to graduate competencies, including outputs and results, and encompass educational processes and outcomes. The primary focus of educators in the twenty-first century is to prepare students for life and work in a society where quality learning and education must be continually enhanced (Tilaar, 1999). Teachers play an important role in education; even adequate other educational resources are often rendered ineffective if they are not accompanied by adequate teacher quality; in other words, teachers are the driving force behind efforts to improve the quality of services and educational outcomes (Murwati, 2013).

Teacher performance is one of the indicators of educational achievement. Teacher performance is essentially a teacher's activity in carrying out his responsibilities and obligations as a teacher and educator in schools, which might characterize his work performance in carrying out everything (Suharsaputra, 2010). Furthermore, teacher performance may be viewed as a condition that demonstrates a teacher's capacity to carry out his tasks and characterizes by the behaviors performed by the instructor during the learning process (Supardi, 2013).

According to the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, teacher competency standards are fully developed into four main competencies, namely (a) pedagogic competence, (b) personality

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competence, (c) professional competence, (d) and social competence. Of course, the four skills that constitute the norms of academic credentials and teacher competences must be properly grasped by the instructor. These skills can be used as a reference in measuring teacher performance; if the instructor meets or exceeds the competency requirements established, the teacher's performance can be considered good.

Competence is defined as knowledge, skills, attitudes, and values expressed in a way of thinking and behaving. A person can become competent by developing the habit of regularly thinking and doing. This suggests that a person's competence might take the shape of knowledge, skills, and fundamental beliefs. Competence may be defined by a variety of learning outcomes, and its indicators can be assessed and monitored (Trianto and Tutik, 2007). Ideally, the expected teacher is one who has the authority to assess teachers' effectiveness in carrying out their responsibilities and roles professionally. This embodiment is mirrored in his instructional quality. Interactions with students, relationships with colleagues, relationships with other parties, attitudes, and professional abilities are all important. Because the teacher is at the core of teaching and learning activities, the teacher is a decisive factor in the effectiveness of education in schools. A teacher's aptitude or competency has a significant impact on teacher performance (Aqib, 2009). Teacher performance is a procedure that is carried out by all components of the school, including instructors, principals, and students, in order to enhance the learning quality of pupils.

According to Kompri (2014), performance or job performance is an English translation of the term performance. Performance is directly tied to the accomplishments that a person or institution must achieve in carrying out their tasks. As a result, teacher performance is inextricably linked to the process of organizing and administering education through the distribution of duties and functions within

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the school. If the process of organizing and executing education management goes smoothly, achieving the goals will be simple. Teacher performance is still an issue that must by addressed. One of the symptoms is a lack of discipline and instructor understanding of subject matter, as well as ineffective teaching techniques. As a result, the quality of the profession, as well as the quality and competency of instructors, is still judged inadequate. Teacher performance that is cantered toward theory mastery and memory leads students' capacities to grow in an inefficient and unbalanced manner (Pudjiastuti, et al, 2011).

Low teacher performance is expected as a result of several factors both inside and outside of individual instructors. Furthermore, low teacher performance is determined by factors such as competency, work discipline, job happiness in the organization where the teacher teaches, principal leadership, and the availability of government education programs (Astuti et.al, 2020; Maryati et.al, 2020; Ibrahim et.al, 2020). According to Siagian (2010), performance is impacted by a variety of elements such as work environment, organizational culture, leadership and work motivation, work discipline, compensation, job satisfaction, and others.Teachers play a critical role in enhancing the quality of their performance. Almost all educational reform attempts, such as curriculum implementation and the use of novel teaching methods, are ultimately dependent on the teacher. Without them, attempts to encourage pupils to reach high levels of accomplishment would not provide the best benefits. Students should strive for success because high performance will serve as a barometer for all aspects of education, particularly the performance of great teachers. This is due to the necessity of understanding students' learning performance, both individually and in groups, because learning achievement serves not only as an indicator of success in a certain field of study, but also as an indicator of the

quality of educational institutions. Furthermore, learning accomplishment serves as feedback for teachers while they carry out the learning process, allowing them to assess whether it is required to diagnose, place, or coach children (Arifin, 2009).

Researchers on teacher performance have undertaken some studies, and these have established different levels of performance. Adeyemi's (2011) study in Nigerian revealed a moderate level of teacher job performance in senior secondary schools. Usop et al. (2013) concluded that the teachers of the Division of Cotabato City displayed a high level of performance, discharged their responsibilities and exhibited appropriate behaviours that resulted in the realisation of the objectives of the schools. Other studies (Amin et al., 2013; Ghanney et al., 2017) have established that teachers' level of job performance as expressed by themselves was high. Similarly, some studies (Achana, 2019; Appiah & Esia-Donkoh, 2018; Ibrahim & Dahie, 2016) have revealed excellent and good teacher job performance in schools. However, Selamat et al. (2013) found out that the levels of job performance among secondary school teachers in the Klang District in Malaysia were low and that none of the teachers showed a high level of job performance. The following are the most popular ways to evaluate teacher performance that is often used: (i) Assessment by the supervisor/principal/headteacher; (ii) Student Rating; (v) Student Academic Achievement (Azeem & Omar, 2018).

2.7.0 Empirical Review

2.7.1 Relationship between Headteachers' Curriculum Leadership and Teachers' Performance

Despite the global recognition of headteacher instructional leadership practices as the cornerstone (Eisner, 2017) of good educational leadership that contributes to improving the productivity, efficiency, and performance of teachers in both private

and public schools, there is still scarce and scant academic research evidence on teacher efficacy and the contributory factors (Harbour et al., 2016; Hallinger et al., 2017). As a result, Donkor and Asante (2016) found that one of the most important responsibilities of a headteacher is to instruct, a point shared by objectives, optional exercises, school leaders, and all school members in their study. According to Eisner (2017), school headteachers have additional responsibilities beyond leadership; for example, they must deal with bureaucratic barriers, time constraints, a lack of education and vision, and a lack of determination. Bush (2014) discovered that these elements had an impact on school principals' instructional leadership methods. Curriculum leadership techniques, according to Hallinger et al. (2017), affect teacher behaviour, which has an impact on the learning environment and students' achievements.

According to Jita (2010), a school principal's responsibility is not to design new educational methodologies and procedures but to continually defy the status quo and encourage fresh emotions and presentations. As a result, headteachers employ a variety of initiatives targeted at raising student success. This means that a headteacher's primary responsibility is to guarantee that his or her school is administered successfully, with all resources controlled effectively. As instructional leaders, headteachers should also push kids to learn intellectually so that they may reintegrate into society and make correct constructive improvements. Furthermore, according to Ronfeldt et al. (2015a), a successful school leader commonly promotes teacher efficacy, which leads to improved instructional teaching methods and consistently drives school growth.

There is a correlation between headteacher leadership and student achievement in school (Wahyuddin, 2017). Also, there is a correlation between

teacher competence and student achievement in school, as well as a correlation between headteacher leadership and teacher competence towards student achievement in school (Wahyuddin, 2017). As a result, the headteacher's leadership and teacher competency have a strong and significant relationship with student accomplishment in school. Headteacher leadership and teacher competency can contribute to high or low student accomplishment.

Teachers had a good opinion of curriculum instruction guiding activities given by headteachers, according to the findings of a study conducted by Tondeur et al. (2017). Teachers tend to regard the school's route as favourable. As a result, there is a continual and strong link between the instructional governance model of the headteachers and teacher efficacy. These findings suggest that instructional leadership has a significant impact on a teacher's efficacy in a variety of ways. As a result, instructional leadership had a significant influence on teacher efficacy. Furthermore, Harris and Cheah (2019) said that when a headteacher takes good care of instructional assessments of teachers' function, teachers' efficacy improves. The findings of Fackler and Malmberg's (2016) investigation support the hypothesis that the association between general teacher viability and customized aid from the central administration is the outcome of one link between educators' perceptions of leadership behaviour and adequacy.

Salazar (2014) also used 449 teachers from Eastern Kentucky High School districts to study the association between curricular leadership approaches and teacher efficacy. The study's findings demonstrated a substantial link between instructors' abilities and student achievement. It was also revealed that school principals have the ability to protect instructional time. As a result, principals must be visible to both teachers and students. Professional training in increasing collective efficacy practices

by utilizing school data in developing student outcomes was suggested in the study. A leader establishes the direction for his group by formulating goals, (Khanka, 2007). He made important decisions by listening to and meeting the needs of his subordinates. A leader is eager to motivate and inspire his followers, as well as to represent them outside. Action, not status, is what makes a good leader. Both are not to be confused with each other. If you want to be a good leader, you must focus on action rather than words. People are more interested in a person's conduct than in his or her abilities.

The hypothesis that Koskie (2020) tested was that HO: In public primary schools in Narok County, Kenya, there is no statistically significant correlation between headteacher leadership competencies and teaching staff discipline. The study discovered that Headteacher Leadership Competence and Staff Discipline had a substantial positive connection (r = 0.399, p = 0.000). Also, with a correlation value of r = 493, p 0.05, the link between headteachers' leadership skills and staff discipline was statistically significant. Anwer et al. (2018) discovered that the leadership competency of headteachers had a substantial impact on school management effectiveness in terms of staff discipline. Mwendwa (2012) investigated "the influence of school principals' leadership style on student discipline in public elementary schools in Nairobi, Kenya. This study used descriptive survey designs, data collected using three questionnaires, namely school principals, teachers, and students from 12 schools, to better understand the leadership of teachers who use the right leadership.

Muchiri (2013) investigated the impact of school leaders' leadership styles on student discipline in public elementary schools in Kenya's Nairobi district. The study discovered that school leaders' leadership skills had a positive impact on student and staff discipline. To influence student discipline, the main leadership style is much

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more personal qualities that need to be improved. Muchiri, on the other hand, looked at the effects of leadership style, which may or may not include all of the managerial competencies examined in this study but does have an impact on school management effectiveness. Armstrong (2002) defines leadership as "the process of influencing and enabling people to work enthusiastically toward the achievement of authoritative goals." School management plays a crucial part in boosting school performance by altering the motivation and limits of instructors just as the school atmosphere and condition (Bush, 2005). School as an organization, its management is led by a principal. The principal's leadership factor is related to efforts to improve teacher performance. In general, school principals in Indonesia cannot be said to be professional managers (Maesaroh et al., 2020; Novitasari, Asbari, et al., 2020; Novitasari & Asbari, 2020a; Pramono et al., 2021a; Purwanto; et al., 2019; Purwanto, Asbari, Prameswari, et al., 2020; Yuwono et al., 2020). This is also indicated by the World Bank report that one of the causes of the declining quality of education in schools in Indonesia is the lack of professionalism in the role of school principals.

According to Purwanto, Tukiran, et al. (2020), one of the barometers of the success of education in realizing superior human resources is by measuring the quality of human resources which is marked by increasing the quality of knowledge, attitudes, and skills that are more dynamic and independent in the life of society and the nation with a national and international order. The teacher is a factor driving creativity for students. Humans are the most important element in an organization, without the role of humans even though the various factors needed are available, the organization will not run. Because humans are the movers and determinants of the course of an organization. Therefore, the organization should provide positive direction for the achievement of organizational goals (Agistiawati & Asbari, 2020;

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Asbari, Novitasari, et al., 2021; Novitasari, Supriatna, et al., 2021; Purwanto et al., 2021; Purwanto, Asbari, & Santoso, 2020).

Human resource management cannot be separated from teachers who are expected to perform as well as possible to achieve the goals of government organizations or institutions (Amri et al., 2021; Hutagalung, Admiral, et al., 2021; Pramono et al., 2021b; Silitonga et al., 2021a). Employee performance is a very important thing in an organization to improve. One is through performance appraisal or performance management. Factors that affect performance are ability factors, motivational factors, and leadership factors. Talking about the problem of increasing the institutional workforce, it is necessary to pay attention to self-efficacy. The factor that drives teacher performance is to measure self-efficacy to believe in one's ability to carry out the steps taken for optimal achievement. Self-efficacy affects innovation and also reward, which is given by the teacher if the manager will be satisfied with the ability of the teacher (Silitonga et al., 2021b). If innovation is high, it will provide good self-efficacy and will produce a good performance.

Self-efficacy is defined as a person's belief in their work to complete tasks in the right time frame (Silitonga et al., 2021b). Kamar et al. (2020) view that those who state that individuals are confident in their abilities to do a task well even though the task has many obstacles, and conversely individuals who are not confident in their abilities with work will not be able to complete their tasks. According to Novitasari & Asbari (2021), leadership behaviour or leadership can affect the performance of teachers in an institution. Leadership is the way the leader influences, directs, motivates, and controls subordinates in a certain way so that subordinates can complete tasks effectively and efficiently. So, leadership is a process in which a person influences others to become subordinates in achieving a common goal.

According to Listyasari (2013) and Lestari (2016), principals' leadership and teacher effectiveness have a favorable influence on student accomplishment. Hendrawati and Prasojo (2015) conducted research with the following findings: (1) there is a direct influence of the principal's transformational leadership on student achievement, (2) there is an indirect influence of the principal's transformational leadership on student learning achievement through teacher work motivation, (3) there is a direct influence of school culture on student achievement, and (4) there is an indirect influence of school culture on student achievement through teacher work motivation,(5) there is a link between teacher work motivation and student accomplishment. According to Supriadi (2016), there is a positive and significant contribution to the leadership of the madrasa principal on student achievement, (2) there is a positive and significant contribution to the work ability of teachers on student achievement, an increase in the work ability of teachers is followed by an increase in student achievement, (3) the leadership of the madrasa principal, teacher work ability, and organizational climate have a positive and significant contribution to student achievement.

2.7.2 Effect of Headteachers Curriculum Leadership Practices on Teachers Performance

Despite the ever-increasing empirical effort in exploring instructional leadership, the proposition that curriculum leadership of headteachers has a significant effect on teachers' performance courts a considerable support in the literature (Herminingsih & Supardi, 2017; Arifin et al., 2014; Gracia Kailola, 2017; Lebi & Anindita, 2018; Pachler et al., 2019; Glatthorn et al., 2018; Yang, 2019; Shan & Chen, 2022; Lin & Chen, 2018). It is, however, worth noting that majority of these studies were conducted in jurisdictions other than Ghana.

For instance, A study by Yang (2019) focuses on the crucial role of school leadership in shaping effective and sustainable curriculum practices within the context of Chinese early childhood education. It highlights the lack of comprehensive understanding in this area. To bridge this gap, the research involves interviews with leaders from five Chinese kindergartens, complemented by classroom observations and curriculum document analysis. The findings reveal that early childhood curriculum innovations in these Chinese kindergartens progressed through stages, starting from imitation of imported models and evolving to innovative practices.

It was also found that curriculum leaders assumed diverse roles at different stages of these innovations, contributing to their success. Based on these cases, the study proposes a multistage integrated model that characterizes early childhood curriculum leadership. The research concludes by discussing the implications of these findings. It suggests insights for improving early childhood curriculum and curriculum leadership practices in Chinese societies and beyond. By inference, this study underscores how critical curriculum leadership is in developing and implementing a goal-directed and practically-oriented curriculum tailored to addressing kindergarten educational needs.

Shan and Chen (2022) explored the concept of curriculum leadership by focusing on understanding the role of teacher leaders(headteachers) in curriculum affairs, particularly within the context of instructional decentralization. Through qualitative research, the study investigates the involvement of Teaching Research Group (TRG) leaders in curriculum leadership (CL) in China. The research involves interviews with 20 TRG leaders, observations of four TRG leader meetings, and analysis of 10 appraisal summaries from secondary schools in China. The paper examines the characteristics of TRG leaders' engagement in CL based on the findings.

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Importantly, the study identifies significant challenges faced by TRG leaders, which emphasizes the need to empower them and highlights the observation that these leaders are often less motivated and empowered to take on the CL role. The study contributes to the global understanding of headteachers' engagement in curriculum leadership. Even though this study does not directly assess the effect of headteachers' curriculum leadership on teachers' performance, its significance to this study cannot be overemphasized. The finding of this study is significant to this study in that it amplified the need for curriculum in addressing education needs and stressed on the need for headteachers to be active participants of curriculum roles.

Glatthorn et al., 2016) address the crucial role of school principals in influencing curriculum development and assessment. The authors highlight the significant influence that principals have in shaping educational content and evaluation methods within their schools.

The authors emphasize the principal's role as a leader who not only manages administrative tasks but also plays a central role in determining the educational direction of the institution. It delves into the various aspects of curriculum leadership, discussing how principals can effectively collaborate with teachers, communicate a clear vision for education, and align curriculum with broader educational goals. The authors provide practical insights and strategies for principals to engage in curriculum leadership, fostering a dynamic learning environment that meets both student needs and societal expectations. By focusing on the connection between curriculum, instruction, and assessment, the book underscores the importance of informed decision-making and thoughtful planning to enhance the overall quality of education.

In an attempt to improve headteachers' curriculum leadership, Lin and Chen (2018) illustrate a case study of a three-year program designed to enhance the professional development of school leaders, focusing on nurturing their skills in curriculum leadership. This initiative is financially supported by the Ministry of Education Taiwan and aims to empower school leaders in terms of curriculum leadership during Taiwan's second wave of curriculum reform. Building upon a previous model developed in Taipei, a step-by-step professional development program was suggested to aid school leaders in junior high schools in advancing their curriculum leadership abilities. Referred to as the "Cultivating Curriculum Leaders in Schools" (CCLS) program, its inception dates back to 2015 and is currently in its third year of operation. The authors delve into the underlying concepts behind the program's design and the tools integrated within the CCLS program. This case study offers valuable insights for individuals interested in professional development and curriculum leadership at the secondary school level, furnishing substantial data regarding the design process of an existing program.

Herminingsih and Supardi (2017) also assert that curriculum leadership of headteachers has a positive effect on teacher performance. Likewise, other studies (Arifin et al., 2014; Gracia Kailola, 2017; Lebi & Anindita, 2018; Pachler et al., 2019; Triwahyuni et al., 2014) are in support of this claim that an increase in the influential curriculum leadership of headteachers will encourage a significant increase in the teacher performance and a decrease in the influential curriculum leadership of headteachers will encourage a significant decrease in the teacher performance. The role of leadership is very strategic and important in an organization as one of the determinants of success in achieving the mission, vision, and goals of an organization. Whereas, in leadership on performance, it can be concluded that leadership of

headteachers has a significant influence on teacher performance. The right leadership will lead to work motivation so that teachers work following the expectations of the institution.

Also, Koskie et al. (2020) demonstrated that headteacher competencies had an impact on staff and child discipline in most public primary schools in the county. In many schools, the headteachers had registered infectiousness in encouraging strict adherence to the school administrative structure, ensuring that the learning environment is child-friendly, safe, and conducive, organizing and updating records of learner discipline cases, challenging behavior, and interventions, and displaying school rules.

Research shows that one of the factors that can influence the quality of teaching and learning in schools is the nature of leadership. According to Harris et al (2003), the most important factor in the success of the schools is the quality of leadership of the head teacher. Fullan (2001) also supports this when he states that increasingly, research has been associating school leadership with the quality of learning and teaching, the motivation of teachers and the ethos of the school. The operative notion is that the quality of teaching and learning is largely dependent upon an individual or group that exercises supervisory responsibility for the core business of schools; namely, curriculum, teaching and learning. Research further shows that effective schools do not only have good managers but also those who stressed the importance of instructional leadership (Brookover & Lezotte, 1982).

2.8   Conceptual Framework

The conceptual model designed for the study indicates the roles of headteachers' curriculum leadership (HCL) in schools and how it affects teachers'

performance (TP). Headteacher's curriculum leadership roles in basic schools include; Curriculum Development and Instruction (CDI), Planning And Preparation Of Schemes Of Work And Staff Development (PPSWSD), Monitoring of Teaching and Learning Across the Curriculum (MTLAC), Teacher Professional and Curriculum Development Improvement(TPCDI), Teacher Support and Development(TSD) while the teachers' performance includes; Classroom Management(CM), Students' Academic Achievement(SAA), Teachers' Instructional Management(TIM) and Improved Teachers' Professional and Curriculum Development(ITPCD). This model is adopted and modified from Hallinger and Murphy's model (1985), Sergiovanni's model (1984), Andrew and Soder's model (1987), Weber's model (1996) and Whiaker's model (1997).

The model demonstrates how curriculum development and instruction relates with classroom management, students' academic achievement, teachers' instructional management and Improved Teachers' Professional and Curriculum Development. It also indicates the influence Planning and Preparation of Schemes of Work and Staff Development has on indicators of teachers' performance such as classroom management, students' academic achievement, teachers' instructional management and Improved Teachers' Professional and Curriculum Development. In the same vein, the model also showcases the relationship between Monitoring of Teaching and Learning Across the Curriculum and the indictors of teachers' performance. Again, the relationship between Teacher Professional and Curriculum Development Improvement and the indicators of teachers' performance as well as the relationship between Teacher Support and Development and indicators of teachers' performance has also been shown by the model.

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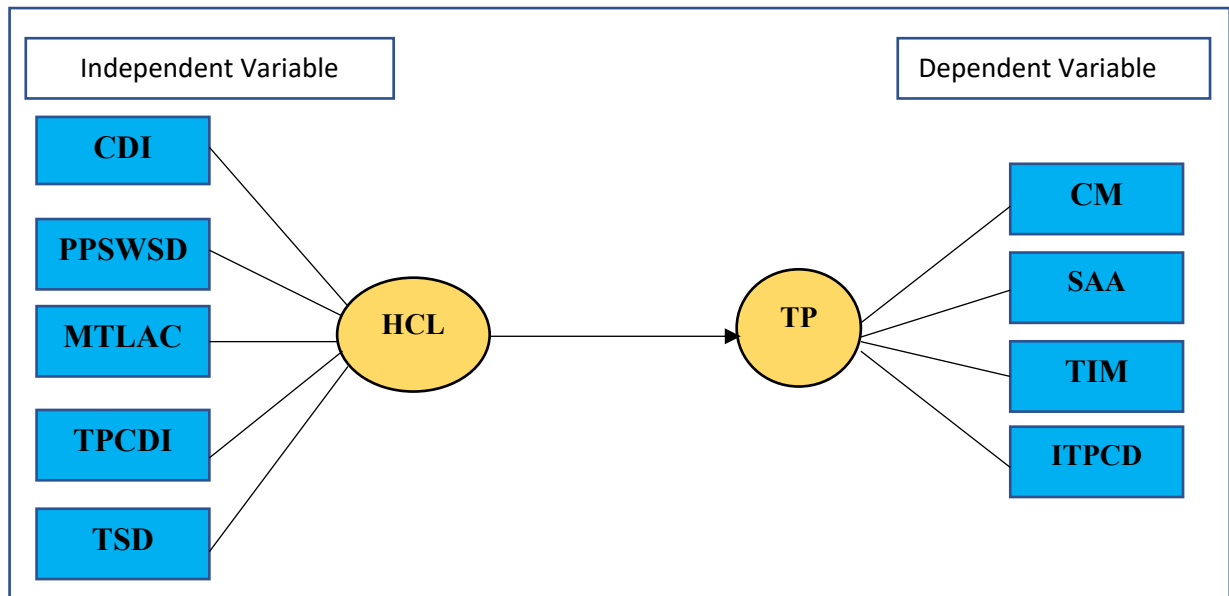
Figure 1: Curriculum Leadership and Teachers' Performance

Source: Author's Construct (2022)

2.10   Summary of Chapter

This chapter delved into reviewing relevant literature on the concept of headteachers' curriculum leadership and teachers' performance. The chapter is divided into three main sections- conceptual review, empirical review and conceptual framework. The conceptual review captures issues such as curriculum and curriculum design, meaning of curriculum development and curriculum leadership, curriculum leadership objectives, curriculum development and instruction, indicators of curriculum leadership, meaning of teachers performance, indicators of teachers' performance, evaluation of teachers performance and levels of teachers' performance. The indicators of curriculum leadership discussed were curriculum development and instruction, planning and preparation of schemes of work and staff development, monitoring of teaching and learning across the curriculum, teacher professional and curriculum development improvement and teacher support and development. Also teachers' performance was discussed using indicators such as classroom management,

student academic achievement, teachers' instructional management and improved teachers professional and curriculum development. The empirical review bothered on reviewing relevant literature on the relationship between headteachers' curriculum leadership practices on teachers' performance as well as the effect of headteachers' curriculum leadership and teachers' performance. In effect, majority of the studies indicated that headteachers' curriculum leadership has a significant influence on teachers' performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0   Introduction

This chapter covers issues such as research design, description of the target population, sample size and sampling procedure, instrumentation, data collection procedure, and data analysis.

3.1   Philosophical Underpinning

This study took the positivist or scientific paradigm, which was premised on the realist ontological assumption and objectivism epistemology. The ontological position of positivism is realism. Realism is the view that objects have an existence independent of the knower (Cohen & Grifo, 2007). Thus, a discoverable reality exists independently of the researcher (Pring, 2000a). Most positivists assume that reality is not mediated by our senses. Language fulfils a representational role as it is connected to the world by some designative function; consequently, words owe their meaning to the objects which they name or designate (Frowe, 2001).

The positivist epistemology is objectivism. Positivists go forth into the world impartially, discovering absolute knowledge about an objective reality. The researcher and the researched are independent entities. Meaning solely resides in objects, not in the conscience of the researcher, and it is the aim of the researcher to obtain this meaning. Positivistic statements are descriptive and factual. The scientific paradigm is foundational as scientific propositions are founded on data and facts (Eisner, 2017). This discoverable knowledge is considered to be absolute and value free; it is not situated in a political or historic context.

Positivist methodology is directed at explaining relationships. Positivists attempt to identify causes which influence outcomes (Creswell, 2009). Their aim is to formulate laws, thus yielding a basis for prediction and generalization. A deductive approach is undertaken. Correlation and experimentation are used to reduce complex interactions in their constituent parts. Verifiable evidence sought via direct experience and observation; this often involves empirical testing, random samples, controlled variables (independent, dependent and moderator) and control groups. True-experiments are preferred over quasi-experiments. Cohen et al. (2007) identified that an approach, which is characterized by procedure and methods, which are designed to discover general laws, is nomothetic.

Positivists view their methodology as value neutral, thus the knowledge generated is value neutral. The scientific paradigm seeks predictions and generalizations; thus, methods often generate quantitative data. Examples include: standardized tests, closed ended questionnaires and descriptions of phenomena using standardized observation tools (Pring, 2000a). Analysis involves descriptive and inferential statistics. Inferential statistics allow sample results to be generalized to populations. Positivist's paradigm was suitable for the study since the researcher sought to assess the curriculum leadership practices of headteachers and teachers' performance in the Awutu-Senya East Municipality and by extension establish causal relationship between them.

3.2   Research Approach

According to Creswell (2013), research approach is a plan and procedure that consists of the steps of broad assumptions to detailed methods of data collection, analysis, and interpretation. It is therefore based on the nature of the research problem being addressed. A research approach could be quantitative, qualitative or mixed

approach (Jebreen, 2012). The study employed a deductive approach. Deductive approach to data analysis and conclusion is the generic rule of the positivism philosophy (Crowther & Lancaster, 2015). This approach is premised on the positivist philosophy since the researcher objectively used questionnaires in order to gather information from teachers in order to make meaningful conclusions and inferences without giving room for any external or internal human manipulation. By implication, a quantitative approach was employed in the data collection and analysis. Quantitative methods developed originally within the natural sciences to study natural phenomena. Quantitative research can be defined as a research strategy that emphasises quantification in data collection and analysis (Bryman & Bell, 2011). This approach of research mainly highlights the use of measurement to describe underlying phenomenon and relationships (Saunders et al., 2007). Quantitative research methods encompass survey modelling and statistical analysis (Nyame - Asiamah & Patel, 2009). Therefore, the quantitative approach systemically studies phenomena through mathematical calculations to confirm hypotheses constructed from theory (Saunders et al., 2007)

3.3   Research Design

Yin (2018) opined that research design is a blueprint that ideally provides linkage between the research questions and the information to be gathered and how to be analysed. Research design can therefore be termed as a sequential blueprint on how planned research is to be carried out, operationalizing elements in a way that can be measured and how end results from the empirical test will be interpreted.

This study identified survey design as the most appropriate research design to be applied to address the stated objectives. A survey research provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a

sample of that population. It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection-with the intention of generalising from a sample to a population (Fowler, 2013).This study was positioned within the quantitative research paradigm. Hence, the study collected primary data to examine the relationship between head teachers' curriculum leadership practices and teachers' performance in public basic schools in Awutu-Senya East Municipality.

3.4   Population of the Study

Sekaran and Bougie (2016) adjudicate that population for a study refers to the total number of audiences or elements that resides or are found within the jurisdiction of a research case study where the researcher prefers to make generalization based on sample statistics. Weeks (2020) indicated that population is an entire group of individuals, events or elements who possess an interested characteristic. However, to another proponent a study's interested population is the number of respondents in the entire environment of interest to the researcher (Yin, 2018).

The study's target population was all teachers and headteachers in public basic schools in the Awutu-Senya East Municipality in the Central Region of Ghana. According to the Awutu-Senya East District Assembly Annual Progress Report (2017). The accessible population was 828 made up of 787 professional teachers and 41 headteachers who had been at post for at least one year. They were obtained from public basic schools from the six Education Circuits in the Municipality. The detailed number of headteacher's and professional teachers with at least one year experience in the Awutu-Senya East Municipality is shown in Table 1.

Table1: Accessible Population

Circuits	Number of Schools	Teachers	Number of Headteachers	Total Assessable Population
Opeikuma-CP	5	100	5	105
Oduonkpehe	7	122	7	129
Newtown	9	176	9	185
Obom Road	5	94	5	99
Ofarkor	8	155	8	163
Akweley	7	140	7	147
Total	41	787	41	828

Source: Field Survey, (2022)

3.5 Sample Determination

According to Peers (1996), sample size is a component of the unified features of a research design that influence the identification of important variances, interactions or linkages comparatively. Kumar (2015) posits that sample size refers to the total number of elements from whom a researcher obtains the required responses and is denoted by *n*. The sample size for a study therefore refers to the total number of elements drawn from the entire population to be included or to participate in the study from which ideas and responses will be sought from. This aspect of the chapter describes the detailed sample size determination method, the samples, and the various sampling techniques used to select the sample from the target population.

3.5.1 Estimation of Sample Size

A total of 401 respondents made up of 41 headteachers and 360 teachers were selected for the study. All the 41 headteachers' in the six circuit were used for the study. Taro Yamane's (1973) sample size determination formula was used to determine the minimum sample size for the study. This formula is given as $n =$

$\frac{N}{1+N(e)^2}$ where N =Population, e= level of error and n= the sample size. Illustratively, the minimum sample size for the population of 787 is determined as follows; $n = \frac{828}{1+828(0.05)^2} = 270$

However, 401 teachers and headteachers were sampled in order to provide for risk of failure to meet the minimum sample size. From the estimations, the sample size represented 48.4% of the entire accessible population. According to Mugenda and Mugenda (2006), a sample size of between 10% and 30 % is a good representation of the target population, hence 48.4% of the study's population was appropriate for the study. Also, the study's sample size was in conformity with the criteria set according to a rule of thumb that a sample that is larger than 30 and less than 500 is appropriate for quantitative research (Sekaran, 2003). Table 2 contains the target population as well as the sample size estimated for each of the six circuits based on the proportional allocation to size.

Table 2: Sample Size of Teachers

Circuits	Schools	Population of Teachers	Sample of Teachers	Sample of Headteachers	Total sample
Opeikuma-CP	5	100	46	5	51
Oduonkpehe	7	122	56	7	63
Newtown	9	176	80	9	89
Obom Road	5	94	43	5	48
Ofarkor	8	155	71	8	79
Akweley	7	140	64	7	71
Total	41	787	360	41	401

Source: Field Survey, (2022)

3.6 Sampling Technique

Sampling is the process of choosing from the total universe a sizeable unit out of the lot that bears the same number of traits as the rest chosen (Saunders, Lewis & Thornhill, 2019). It is statistically efficient to choose a representative sample that could provide an efficient outcome from the study population. This study adopted the census technique to use all the 41 headteachers in the six circuits in the Municipality for the study and proportional stratified sampling technique to select the teachers from each Educational Circuit in the Municipality. Census approach of data collection was adopted because there were few headteachers within the chosen schools. It is for this justification that the researcher used all the available headteachers as respondents for the study.

Proportional stratified random sampling technique was used because it allowed all the professional teachers with at least one year experience from each circuit to have an equal chance of being selected (Saunders et al., 2019) and also helped in making a good generalization of the findings. It also helped in having a proportionate representation of the circuits based on the population in a specific circuit. The Municipality was grouped into six educational circuits (Opeikuma, Oduponkpehe, Newtown, Ofankor, Ofarkor, Akweley). Three hundred and sixty (360) teachers were sampled for the study. For example, 46 professional teachers $(\frac{100}{787} \times 360)$ were randomly selected from Opeikuma-CP. Pieces of paper labelled 'Yes' or 'No' were then placed in a box for the teachers to pick. Those who picked 'Yes' formed part of the sample of the study. Random sampling was used here because the researcher wanted the sample method to be free from preconception and unfairness just as Sidhu (2002) asserted.

3.7   Data Collection Instrument

Data collection instruments are tools used to collect information in research or the methods employed to collect research data (Zikmund, 2003). Questionnaires were used for gathering data for the study. Shiu, Hair, Bush and Ortinau (2009) described a questionnaire as a formalized framework of questions and scales to generate primary data. On his part, Parahoo (2006) refers to a questionnaire as a method of data collection that asks participants to give written or verbal replies to a written set of questions. Based on scholarly arguments that questionnaire is an appropriate data collection instrument that is commonly used by social scientists, the researcher considered the questionnaire as appropriate for the study. For instance, Jones and Rattray (2010) contend that the questionnaire is a quick, convenient and inexpensive method of collecting standardized information. Besides, a questionnaire is effective to collect information on attitudes, knowledge, and experience of staff (Parahoo, 2006). Two questionnaires were used to collect data for the study and these views informed the decision to use both questionnaires to gather information on headteachers curriculum practices and teachers performance.

Particularly, the questionnaire was closed-ended. Closed-ended questionnaire requires respondents to respond to a series of pre-developed questions posed by the researcher and the response pattern has also been pre-determined (Polit & Beck, 2010). This type of questionnaire was chosen in this study because it is quicker to administer to a large sample, ensures anonymity, and it is more convenient for respondents (Bryman, 2008). This suggests that the closed-ended questionnaire is easier for respondents to answer to, and it takes less time to complete the questions that have optional answers. Furthermore, the use of the structured questionnaire enhances the objectivity in data gathered and supports statistical analysis (Polit &

Beck, 2010). This implies that data gathered through the use of the closed-ended questionnaire are quantifiable, and devoid of biases which support statistical analyses and inferences.

Despite the merits of using a questionnaire, scholars have noted some flaws in its usage. Bell and Bryman (2011) argued that the questionnaire limits respondents to delve deeper into feelings and attitudes. In this study, the researcher adopted the self-completion questionnaire. According to Bell and Bryman (2011), self-completed questionnaires enable researchers to save time as respondents complete the questionnaire by themselves. All the respondents were literate which made the choice of the self-completion questionnaire convenient. Besides, the self-completion questionnaire allowed the researcher to collect data from large sample for the study. The advice by Kothari (2004) that every question in the questionnaire should be directly linked to the research objectives was considered in the design of both questionnaires. The questionnaires were structured in two sections each.

Section 'A' of the teachers' questionnaire sought to collect demographic data on the respondents. The second section was used to obtain data on head teachers' curriculum leadership practices. The headteachers questionnaire also had two section. The first section 'A' sought to collect demographic data on the respondents. And the section'B' was used to collect data on teachers' performance. The major themes from each research question informed the design of the questionnaire. The items in second sections of the questionnaires were measured on a 5-point Likert scale such that 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree. Researchers like Sarantakos (2005) supports the use of Likert scale in questionnaires because it offers high degree of validity and reliability even if the scale contains a few items.

Headteacher curriculum leadership practices were assessed using a scale developed by Akram et al. (2017). The scale was measured on five dimensions, namely; curriculum development and instruction, planning and preparation of schemes of work and staff development, monitoring of teaching and learning across the curriculum, teacher professional and curriculum development improvement and teacher support and development. The scale was deemed relevant for the study. The responses were anchored on a 5-point Likert-type scale ranging from 1 "Strongly Disagree" to 5 "Strongly Agree". The Likert-scale method was used because of its accuracy and reliability (Ling et al., 2010).

Teacher performance was measured using the 27-item Teacher Sense of Efficacy Scale (Heneman, 2006). The scale was measured on four dimensions namely: classroom management; students' academic achievement; teachers' instructional management; improved teachers professional; and curriculum development. The scale was deemed relevant for the study. The responses were anchored on a 5-point Likert-type scale ranging from 1 "Strongly Disagree" to 5 "Strongly Agree". The Likert-scale method was used because of its accuracy and reliability (Ling et al., 2010).

3.8   Validity of Instrument

Instrument validity is concerned with structuring a study's questions in a manner that can measure exactly what the questionnaire intends to measure (Kumar, 2014). This study employed face validity and content validity to assess the validity of the instrument.

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3.8.1 Face Validity

Face validity is the measurement of an instrument's appearance by a group of experts and/or potential participants. It establishes an instrument's ease of use, clarity, and readability. Per the account of Ary et al (2010) the face validity shows that the underlying tool is very convincing upon visual checks and can help elicit the required information. This dimension of validity holds that the questionnaire is up to the expected extent to which an instrument for measuring such construct should have. Based on the above exegesis, the questionnaire for this study was reviewed by my supervisor and I incorporated the necessary suggestions and corrections. Some of such suggestions were that the questions should be grounded on relevant curriculum leadership and teacher performance theories.

3.8.2 Content Validity

According to Biddix (2017), content validity is the appropriateness of the content of a data collection instrument. This signifies that content validity determines whether the questions completely measure what a researcher wants to know. It includes taking representative questions from each of the sections of the questionnaire and evaluating them against the desired outcomes. The items on the questionnaire were constructed based on the literature review. The items were constructed to generate responses to answer the research questions. Also, the content of the instruments was assessed by my supervisor. The validity result as contained in Table 3 indicates that all the fifty-six (56) questions were adjudged valid. This was executed by examining each of the statements contained in the questionnaire against the headteachers' curriculum leadership and teachers' performance literature to make a determination as to whether these statements could trigger appropriate responses that will help find answers to the research questions.

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Table 3: Test of Validity

Category	No. of items	Valid items	Validity (%)
Curriculum Development and Instruction	8	8	100.00
Planning And Preparation of Schemes of Work and Staff Development	8	8	100.00
Monitoring of Teaching and Learning Across the Curriculum	4	4	100.00
Teacher Professional and Curriculum Development Improvement	3	3	100.00
Teacher Support and Development	6	6	100.00
Classroom Management	7	7	100.00
Students' Academic Achievement	6	6	100.00
Teachers' Instructional Management	8	8	100.00
Improved Teachers Professional and Curriculum Development	6	6	100.00
Total	56	56	100.00

Source: Field Survey (2022)

3.9 Pre-test of Instrument

Pre-testing is the use of a questionnaire in a small pilot study to ascertain how well the questionnaire works. Pretesting an instrument is necessary because, as Patterns & Newhart (2018) have pointed out, no amount of intellectual exercise can substitute for testing an instrument designed to communicate with ordinary people. To ensure internal consistency of the instrument, pre-test was conducted in the Effutu Municipality where both questionnaires were administered to teachers from 10 public basic schools. The choice of Effutu Municipality for the pre-test was based on the fact that characteristics of the teachers in this circuit are similar to the teachers in the Awutu-Senya East Municipality. Some of these characteristics are level of education

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and appreciation of curriculum leadership practices, age range, level of educational institutions they teach, among others. The pre-test was done by administering the questionnaire to randomly selected 45 public basic school headteachers and teachers who has been at post in their current school for at least one year in the Effutu Municipality in the Central Region of Ghana. The rule of thumb is that at least 10% to 20% of the sample should constitute the pilot test (Baker, 2014).

3.10   Reliability of Instrument

From the ideas of Yin (2018), instrument reliability is the ability of the tool to produce consistent and repeated findings of a study. Again, DeWaters et al., (2008) posited that when examining for reliability, the researcher's focus is on the consistency, stability, and repeatability of a data-collection instrument. If the instrument is reliable, it will not vary with chance factors (random error) or environmental conditions; it will have consistent or stable results if repeated over time or if used by two different investigators. Instrument reliability was ensured by using test-retest reliability. The reliability coefficient obtained from the pre-test analysis are shown in Table 4.

The data generated was used to compute the reliability coefficient of the instrument using Cronbach Alpha method. The results indicates that all the indicators of headteachers curriculum leadership were reliable. For example, the reliability co-efficient of curriculum development and instruction was 0.764. Also, the reliability coefficient of planning and preparation of schemes of work and staff development was 0.745 as monitoring of teaching and learning across the curriculum saw 0.734 as its reliability coefficient. Again, teacher professional and curriculum development improvement and teacher support and development were also shown to be reliable as their reliability coefficients showed 0.804 and 0.794 respectively.

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Table 4: Reliability test using Cronbach's Alpha

Category	Cronbach's Alpha	No. of Items
Headteachers' Curriculum Leadership Practices		
Curriculum Development and Instruction	0.764	8
Planning And Preparation of Schemes of Work and Staff	0.745	8
Monitoring of Teaching and Learning Across the Curriculum	0.734	4
Teacher Professional and Curriculum Development Improvement	0.804	3
Teacher Support and Development	0.794	6
overall	0.765	
Teachers' Performance		
Classroom Management	0.724	7
Students' Academic Achievement	0.709	6
Teachers' Instructional Management	0.722	8
Improved Teachers Professional and Curriculum Development	0.772	6
overall	0.731	

Source: Field Survey (2022)

The overall reliability co-efficient obtained after analysing the curriculum leadership practices data from the pre-test of the questionnaire was 0.765 (standardized item alpha). Also, the overall reliability co-efficient of the questionnaire on teachers' performance showed 0.731 which also falls within the accepted range of more or equal to 0.70 (Esia-Donkoh & Ofosu-Dwamena, 2014; Dörnyei & Taguchi, 2010) which indicates that the instrument is reliable. The rational for the use of Cronbach Alpha was that the items had no right or wrong answers as they were not dichotomously scored. The pre-test was necessary to determine the average length of time needed to complete the survey as well as how to manage and analysed the data collected. These results justify that internal consistency will be achieved from the responses.

3.12   Data Collection Procedure

According to Kombo and Tromp (2006), data collection is the process of gathering specific information to prove or refute some facts. Polit and Beck (2010) also define data collection as the gathering of information needed to address a research problem. Therefore, data collection is the process of generating information through the use of research instruments such as the interview guide, questionnaire, and observation checklist. Researchers like Saunders et al. (2012) opined that a gatekeeper can initially be used to get access to research sites and respondents. Therefore, the researcher had an introductory letter from the Department of Educational Foundation, University of Education, Winneba, which helped to get access to the District. The researcher contacted the District Director of Education for Awutu Senya-East Municipality and discussed the purpose of the study with her and sought permission to carry out the study. Having secured permission, the researcher then visited the schools and discussed the study with the headteachers and the teachers after which their consent was sought.

The researcher distributed the questionnaires to the respondents and encouraged them to answer and return them immediately. The presence of the researcher at the time of data collection ensured that any issues that arose were addressed. The prompt response and collection of the questionnaires helped to increase the response rate. Therefore, the researcher made follow up visits to the schools to collect the questionnaires. The respondents were reminded through phone calls and text messages to complete the questionnaires and submit them. I personally administered the questionnaires. This enabled me to readily address the concerns of the respondents concerning answering the items in the questionnaire. Again, the personal administration of the instrument ensured a very good return rate.

3.13 Method of Data Analysis and Procedure

Data were analysed using descriptive statistics (mean and standard deviation) to achieve objectives one and two. Multiple Regression analysis was used to examine the effects of headteachers' curriculum leadership practices on teachers' performance. The results were presented in Tables with interpretations. Finally, the findings of the study were discussed in line with existing literature.

3.14 Ethical Considerations

Ethical issues were addressed considering various precautionary approaches. An introductory letter of permission to obtain data was obtained from the Department of Educational Foundations, of the University of Education, Winneba. The researcher obtained clearance and permission from the Human Resource Officer of the Awutu Senya-East Educational Directorate of the Municipality to conduct the survey. In conducting research, the research participants need to be protected and researchers have to be aware of this and how to develop trust with them whilst promoting the integrity of the research (Creswell & Zhang, 2009). In addressing the ethical concerns in this study, informed consent was ascertained from the respondents before the administration of the instruments (Gall, 2007). The respondents were informed of their rights to freely accept or decline to participate and to withdraw participation at any time without penalty. The respondents were also made known of the study's purpose, content, duration, and potential risks and benefits. The respondents were also made aware that they do not have to answer all the survey questions and that can stop participating in the study at any point into responding to questionnaire items.

Anonymity and privacy was also assured and adhered to. No form of identification was required of the respondents, and their responses were not disclosed to any third party. Generally, anonymity does not constitute a serious constraint on

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research, as most researchers are interested in group data rather than individual results. The thought of anonymity can be easily overcome by ignoring the names of the participants or classifying the respondents by code instead of by name (Pillay, 2012). Finally, all the documents and prior studies that were used were duly acknowledged and references in both the text and the final references to avoid plagiarism.

3.15   Assumptions for Using Correlation and Regression Analyses

For correlation and regression analyses to be conducted, the following assumptions must be made (Schober, 2018):

As is actually true for any statistical inference, the data are derived from a random, or at least representative, sample. If the data are not representative of the population of interest, one cannot draw meaningful conclusions about that population.

Both variables are continuous, jointly normally distributed, random variables. They follow a bivariate normal distribution in the population from which they were sampled.

There are no relevant outliers. Extreme outliers may have undue influence on the Pearson correlation coefficient. While it is generally not legitimate to simply exclude outliers, running the correlation analysis with and without the outlier(s) and comparing the coefficients is a possibility to assess the actual influence of the outlier on the analysis. For data with relevant outliers, Spearman correlation is preferred as it tends to be relatively robust against outliers.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0   Introduction

This chapter bothers on analysis and discussion of the collected data. It includes description of the respondents' demographic information, headteachers' curriculum leadership practices such as Curriculum Development and Instruction, Planning and Preparation of Schemes of Work and Staff Development, Monitoring of Teaching and Learning across the Curriculum, Teacher Professional and Curriculum Development Improvement and Teacher Support and Development. The chapter also includes a vivid analysis of teachers' performance in the Awutu-Senya East Municipality. The teachers' performance was assessed using indicators such as Class Room Management, Students' Academic Achievement, Teachers Instructional Management and Improved Teachers Professional and Curriculum Development. Correlation analysis was also conducted to assess the relationship between perceived headteachers' curriculum leadership and teachers' performance. Finally, the effect of headteachers' curriculum leadership practices on teachers' performance was also assessed.

4.1   Response Rate

The purpose of the study was to assess the effect of headteachers' curriculum leadership practices on teachers' performance in the Awutu-Senya East Municipality. In achieving the purpose of the study, a survey as well as quantitative approach premised on positivist paradigm were employed. According to Heberlein and Baumgartner (1978), a response rate is the number of responses received as against the estimated sample. It is unclear from literature as to what response rate is acceptable or unacceptable as there are conflicting positions held by different authors.

However, 90% and 95% were considered as excellent response rate according to Tsui (1995). A total of four hundred and one (401) questionnaires were administered. However, three hundred and sixty-five (365) comprising of 324 from teachers and 41 from headteachers were retrieved for the analysis, hence, attaining a response rate of 91%.

4.2 Analysis of Demographic Data

This section gives a summary of the demographic characteristics of the teachers who were involved in the study. The demographic composition of the respondents examined include gender, ages in years, academic qualification and years of experience. The descriptive analysis is summarized in Table 5.

Table 5: Respondents' Demographic Information

Variable	Options	Frequency	Percentage (%)
Sex	Male	228	62.47%
	Female	137	37.53%
Age	Below 30 years	123	33.70%
	31-40 years	206	56.44%
	41-50 years	25	6.85%
	Above 50 years	11	3.01%
Years of Experience	1-3 years	78	21.37%
	4-9 years	242	66.30%
	10 years and above	45	12.33%
Educational Qualification	Diploma	148	40.55%
	First Degree	208	56.99%
	Master's Degree	9	2.47%
Status/Position	Teacher	324	88.77%
	Headteacher	41	11.23%

Source: Field Survey, (2022), N=365

As indicated in Table 1, out of the 401 questionnaires administered, 365 of them were filled. Of these, 228 (62.47%) were males and 137 (37.53%) were females. In terms of age range, 123 (33.70%) of the respondents fall below 30 years, 206 (56.44%) fall within 31-40 age bracket. Also, 25 (6.85%) fall within the age range of

41-50 years and 11 (3.01%) are of ages above 50 years. In terms of years of experience, 78 (21.37%) fall within 1- 3 years of experience as 242 (66.30%) of them had 4-9 years of working experience. Also, 45(12.33%) of the respondents had 10 years and above working experience. In terms of educational qualification, 148 (40.55%) of the respondents had a diploma as 208 (56.99%) of them had bachelor's degree. Finally, 9 (2.47%) of the respondents had master's degree. Finally, the sample is composed of headteachers and teachers with 41(11.23%) being headteachers and 324(88.77%) being teachers.

4.3 Analysis of Research Questions

In achieving the research objectives, four (4) research question were developed which include: (1) What are the curriculum leadership practices of head teachers in public basic schools in Awutu-Senya East Municipality? (2) What is the level of teachers' performance in public basic schools in Awutu-Senya East Municipality? (3) What is the effect of headteachers' curriculum leadership practices on teachers' performance in public basic schools in Awutu-Senya East Municipality? Research Questions 1 and 2 were answered using descriptive statistics such as frequencies, percentages, mean and standard deviations. In addition, Research Question 3 was answered using Pearson's Product-Moment correlation coefficient to determine the relationship between the variables (curriculum leadership practices and teacher performance), after which multiple regression was used to determine the effect of headteachers' curriculum leadership practices on teachers' performance.

4.3.1 Analysis of Research Question 1

This section offers an in-depth analysis of how the headteachers in public basic schools in the Awutu-Senya East Municipality have fared as far as their

curriculum leadership practices were concerned. The curriculum leadership practices on which the analysis was conducted include; Curriculum Development and Instruction (CDI), Planning and Preparation of Schemes of Work and Staff Development (PPSWSD), Monitoring of Teaching and Learning across the Curriculum (MTLAC), Teacher Professional and Curriculum Development Improvement (TPCDI), Teacher Support and Development (TSD). The descriptive analysis is summarised in Table 6, 7, 8, 9, 10 and 11.

The interpretations of the mean values are that, a mean range of "1.0-1.4" indicates a very poor performance rating, "1.5-2.4" indicates a poor performance rating, "2.5-3.4" indicates an average performance rating, "3.5-4.4" indicates a high performance rating and "4.5-5.0" indicates a very high performance rating. Again, since the responses range from 1 to 5, a standard deviation less than 1 is considered a low spread in the data set which makes the mean score a true representation of the responses.

As far as curriculum development and instruction is concerned, as depicted in Table 6, most of the teachers agreed that the headteachers have mastered and advanced in the educational concepts and curriculum ideas for the school development. This is evident as 98(30.2%) and 151(46.6%) of the respondents agreed and strongly agreed respectively with this assertion. This is validated by a mean score of 4.0 with a standard deviation of 0.23, an indication of a high performance by the headteachers. The standard deviation also indicates a low spread in the data set which renders the mean score a useful representation of the responses. Again, it was also indicated by most of the respondents that the headteachers always carry instructional design based on an overall teacher understanding of the curriculum in the school.

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Table 6: Curriculum Development and Instruction

	SD(%)	D(%)	N(%)	A(%)	SA	Mean	Std. D
The headteacher has mastered and advanced in the educational concepts and curriculum ideas for the school development	9(2.8)	59(18.2)	7(2.2)	98(30.2)	151(46.6)	4.0	0.23
The headteacher always carries instructional design based on an overall teacher understanding of the curriculum in the school	23(7.1)	48(14.8)	9(2.8)	102(31.5)	142(43.8)	3.9	0.52
The headteacher communicates curriculum policies to teachers, students and parents appropriately in the school	11(3.4)	45(13.9)	4(1.2)	175(54.0)	89(27.5)	3.9	0.75
The headteacher has mastered the latest national and local curriculum policies, curriculum plans, and subject curriculum standards	10(3.1)	28(8.6)	5(1.5)	128(39.5)	153(47.2)	4.2	0.48
The headteacher carries out information on teaching diagnosis, or curriculum evaluation simultaneously in the teaching process in the school	11(3.4)	21(6.5)	7(2.2)	98(30.2)	187(57.7)	4.3	0.76
The headteacher evaluates the competence of the teachers based on the school curriculum	9(2.8)	23(7.1)	6(1.9)	123(38.0)	163(50.3)	4.3	0.61
The headteacher discusses and shares curriculum schemes based on key competencies with the teachers in the school	9(2.8)	5(1.5)	5(1.5)	125(38.6)	180(55.6)	4.4	0.71
The headteacher actively develops new curriculum resources to enhance students' academic development in the school	12(3.7)	20(6.2)	8(2.5)	135(41.7)	149(45.9)	4.2	0.65

Source: Field Survey, (2022), N=324 Note: SD(Strongly disagree); D(Disagree); N(Neutral), A(Agree); SA(Strongly Agree); Std.D (Standard Deviation)

This is supported by the fact that 102(31.5%) and 142(43.8%) of the respondents responded in the affirmative (Mean=3.9, SD=0.52). In addition, it was also revealed that the headteachers communicate curriculum policies to teachers, students and parents appropriately in the school as confirmed by 175(54.0%) and 89(27.5%) of the respondents (Mean=3.9, SD=0.75). Again, 281(86.7%) of the respondents affirmed that the headteachers have mastered the latest national and local curriculum policies, curriculum plans, and subject curriculum standards (Mean=4.2, SD=0.48). This is very essential in ensuring that teachers performed effectively. Again, it was also confirmed by majority of the respondents that the headteachers carry out information on teaching diagnosis, or curriculum evaluation simultaneously in the teaching process in the school as indicated by 285(87.7%) of the respondents(Mean=4.3, SD=0.76), an indication of a high performance of the headteachers as far as curriculum development and instruction is concerned.

Also, majority (88.3%) of the respondents were in strong agreement that the headteachers are effective in evaluating the competence of the teachers based on the school curriculum. This is confirmed by Table 6 as 286(88.3%) of the total respondents assented to this position (Mean=4.3, SD=0.61). In the same vein, 305(94.2%) of the respondents were also in high agreement with the fact that the headteachers discuss and share curriculum schemes based on key competencies with the teachers in the school (Mean=4.4, SD=0.71) and 284(87.6%) of the respondents agreed with the assertion that the headteachers actively develop new curriculum resources to enhance students' academic development in the school. In all, it was confirmed that the headteachers performance as far as curriculum development and instruction is concerned has been worth emulating.

Table 7: Planning and Preparation of Schemes of Work and Staff Development

	SD(%)	D(%)	N(%)	A(%)	SA(%)	Mean	Std. D
The headteacher makes good use of modern information technology in the implementation of the curriculum to guide students' academic achievement and self-development	13(4.0)	38(11.7)	9(2.8)	141(43.5)	123(38.0)	4.0	0.73
The headteacher evaluates the quality of curriculum practice and student development based on the effectiveness of the curriculum vision	21(6.5)	28(8.6)	9(2.8)	154(47.5)	117(36.1)	4.0	0.54
The headteacher meets the individual development needs of students by developing school-based curriculum implementation strategies	8(2.5)	25(7.7)	7(2.2)	185(57.1)	99(30.5)	4.1	0.36
The headteacher often exchanges ideas on curriculum improvement with teachers in the school	15(4.6)	30(9.3)	8(2.5)	123(38.0)	148(45.7)	4.1	0.72
The headteacher provides opportunities for teachers' professional development in school	15(4.6)	13(4.0)	9(2.8)	121(37.3)	166(51.2)	4.3	0.69
The headteacher provides a significant effort for teachers to effectively accomplish all their tasks in school	14(4.3)	18(5.6)	7(2.2)	111(34.3)	174(53.7)	4.3	0.71
The headteacher provides the necessary feedback to teachers on curriculum implementation strategies	18(5.6)	20(6.2)	2(0.1)	116(35.8)	168(51.9)	4.2	0.65
The headteacher provides the necessary strategies to teachers on curriculum implementation in the school	17(5.2)	18(5.6)	8(2.5)	130(40.1)	151(46.6)	4.2	0.49

Source: Field Survey, (2022), N=324 Note: SD (Strongly disagree); D (Disagree); N(Neutral), A(Agree); SA(Strongly Agree); Std.D (Standard Deviation)

As far as planning and preparation of schemes of work and staff development is concerned, the headteachers have performed very well as supported by majority of

the respondents under each of the eight indicators. To begin with, 264(81.5%) respondents agreed with the fact that the headteachers make good use of modern information technology in the implementation of the curriculum to guide students' academic achievement and self-development (Mean=4.0, SD=0.73). Defining the same theme, it was also confirmed that chunk of the respondents was in full support of the view that the headteacher evaluates the quality of curriculum practice and student development based on the effectiveness of the curriculum vision as confirmed by 271(83.6%) of the respondents (Mean=4.0, SD=0.54). The headteachers meet the individual development needs of students by developing school-based curriculum implementation strategies as confirmed by 284(87.7%) of the respondents (Mean=4.1, SD=0.36).

Being in accord, 271(83.6%) of the respondents responded in the affirmative that the headteachers often exchange ideas on curriculum improvement with teachers in the school (Mean=4.1, SD=0.72) as 287(88.6%) of the respondents also affirmed that the headteachers provide opportunities for teachers' professional development in school (Mean=4.3, SD=0.69). From the responses, the headteachers provide a significant effort for teachers to effectively accomplish all their tasks in school as confirmed 285(88%) of the respondents (Mean=4.3, SD=0.71. Again, 284(87.7%) of the total responses affirmed that the headteachers provide the necessary feedback to teachers on curriculum implementation strategies (Mean =4.2, SD =0.65). Finally, the headteachers were adjudged by 88 percent of the responses to providing the necessary strategies to teachers on curriculum implementation in the school (Mean =4.2, SD =0.49).

Table 8: Monitoring of Teaching and Learning across the Curriculum

	SD(%)	D(%)	N(%)	A(%)	SA(%)	Mean	Std.D
The headteacher often adjusts teachers teaching methods in time to ensure effective curriculum implementation.	7(2.2)	9(2.8)	6(1.9)	125(38.6)	177(54.6)	4.4	0.78
The headteacher conducts curriculum evaluation on teachers to help understand the curriculum to help students' academic development.	20(6.2)	18(5.6)	9(2.8)	153(47.2)	124(38.3)	4.1	0.83
The headteacher gives appropriate rewards/appraisals to teachers for their effective efforts in the implementation of the curriculum roles in the school.	7(2.2)	5(1.5)	7(2.2)	118(36.4)	187(57.7)	4.6	0.75
The headteacher allows the teachers to participate in curriculum leading, management, and decision-making in the school.	14(4.3)	16(4.9)	5(1.5)	131(40.4)	158(48.8)	4.2	0.59

Source: Field Survey, (2022), N=324 Note: SD (Strongly disagree); D (Disagree); N(Neutral), A(Agree); SA(Strongly Agree); Std.D (Standard Deviation)

As indicated in Table 8, most of the headteachers have exhibited a high level of curriculum leadership as far as monitoring of teaching and learning across the curriculum was concerned. This assertion is derived from the fact that most of the responses confirmed that the headteachers often adjust teachers teaching methods in time to ensure effective curriculum implementation as confirmed by 302(93.2%) of the respondents(Mean 4.4, SD =0.78). Also, 277(85.5%) responses assented to the fact that the headteachers conduct curriculum evaluation on teachers to help understand the curriculum to help students' academic development (Mean 4.1 SD =0.83). As confirmed by 305(94.1%) of the response, the headteachers give appropriate rewards/appraisals to teachers for their effective efforts in the implementation of the curriculum roles in the school. The headteachers allow the

teachers to participate in curriculum leading, management and decision-making in the school. This was validated by 289(89.2) of the responses (Mean =4.2, SD =0.59).

Table 9: Teacher Professional and Curriculum Development Improvement 78

Items	SD(%)	D(%)	N(%)	A(%)	SA(%)	Mean	Std.D
The headteacher knows how to use curriculum leadership to influence teachers' performance and their competencies.	8(2.5)	18(5.6)	7(2.2)	108(33.3)	183(56.5)	4.4	0.82
The headteacher has the willingness to lead the curriculum roles in the school.	15(4.6)	17(5.2)	9(2.8)	150(4.6)	133(41.0)	4.1	0.79
In your school, the headteacher takes teachers' opinions into account when making curriculum decisions.	8(2.5)	8(2.5)	7(2.2)	111(34.3)	190(58.6)	4.4	0.58

Source: Field Survey, (2022), N=324 Note: SD (Strongly disagree); D(Disagree); N(Neutral), A(Agree); SA(Strongly Agree); Std.D (Standard Deviation)

As indicated in Table 9, the headteachers subscribe to the fact that there is the need for teacher professional and curriculum development improvement and therefore took steps to ensure its implementation. For example, it was confirmed by 291(89.8%) of the respondents that the headteachers know how to use curriculum leadership to influence teachers' performance and their competencies (Mean 4.4, SD =0.82). Again, the headteachers were adjudged, by majority of the respondents, having the willingness to lead the curriculum roles in the school (Mean =4.1, SD =0.79). Most of the teachers also confirmed that the headteachers take their opinions into account when making curriculum decisions (Mean 4.4, SD =0.58).

Table 10: Teacher Support and Development

	SD(%)	D(%)	N(%)	A(%)	SA(%)	Mean	Std.D
The headteacher provides curriculum resources (schools, communities, Internet, etc.) to maximize the effect of cultivating students' key development.	16(4.9)	25(7.7)	6(1.9)	123(38.0)	154(47.5)	4.2	0.76
The headteacher adopts teaching research for the curriculum implementation to guide students for effective development.	8(2.5)	13(4.0)	9(2.8)	174(53.7)	120(37.0)	4.2	0.83
The headteacher actively provides curriculum resources to enhance teachers' competencies and students' understanding.	13(4.0)	19(5.9)	8(2.5)	121(37.3)	163(50.3)	4.2	0.58
Even when the headteacher is busy at work, he/she still plans daily activities efficiently for school progress.	8(2.5)	10(3.1)	5(1.5)	152(46.9)	149(46.0)	4.3	0.75
The headteacher always gets involved in curriculum leading, management, and decision-making in the school.	16(4.9)	19(5.9)	9(2.8)	113(34.9)	167(51.5)	4.2	0.87
The headteacher always provides the needed information for teachers on curriculum activities for student development.	8(2.5)	21(6.5)	7(2.2)	109(33.6)	179(55.2)	4.3	0.69

Source: Field Survey, (2022), N=324 Note: SD(Strongly disagree); D(Disagree); N(Neutral), A(Agree); SA(Strongly Agree); Std.D (Standard Deviation)

Data in Table 10 also indicated that most of the headteachers have been very supportive as far as teachers' development is concerned. For instance, the headteachers were adjudged by 277(85.5%) of the responses to have been providing curriculum resources to maximize the effect of cultivating students' key development (Mean 4.2, SD=0.76). This was also confirmed by 294(90.7%) of the respondents that the headteachers actively provide curriculum resources to enhance teachers' competencies and students' understanding (Mean =4.2, SD=0.83). Again, it was also confirmed by majority of the respondents that the headteachers adopt teaching

research for the curriculum implementation to guide students for effective development (Mean=4.2, SD=0.58).

The headteachers were also adjudged to have planned daily activities effectively for the schools' progress even at tight schedules as confirmed by 301(92.9%) of the respondents (Mean=4.3, SD=0.75). The headteachers were also adjudged by 280 thus (86.4%) of the responses of always getting involved in curriculum leading, management, and decision-making in the school (Mean=4.2, SD=0.87). It was also revealed that the headteachers always provide the needed information for teachers on curriculum activities for student development (Mean 4.3, SD=0.69). In all the headteachers could be said to have exhibited a high level of curriculum leadership as far as teacher support and development are concerned by an overwhelming majority of the respondents.

Table 11: Summarised Results of Headteacher's Curriculum Leadership Practices

Curriculum Leadership Practices	Mean	Std. D
Curriculum Development and Instruction	4.2	0.89
Planning And Preparation of Schemes of Work And Staff Development	4.0	0.47
Monitoring of Teaching and Learning Across the Curriculum	4.3	0.98
Teacher Professional and Curriculum Development Improvement	3.9	0.67
Teacher Support and Development	4.1	0.74
Overall Curriculum Leadership Practice	4.1	0.75

Source: Field Survey, (2022), N=324 Note: SD (Strongly disagree); D(Disagree); N(Neutral), A(Agree); SA(Strongly Agree); Std.D (Standard Deviation)

Data in Table 11 affirmed the earlier assertions concerning headteachers' curriculum leadership practices being worth emulating. This is because the overall average responses on almost all the indicators were skewed towards the strong agreement category of the scale.

4.3.2 Analysis of Research Question 2

This research question was aimed at determining the level of teachers' performance in public basic schools in Awutu-Senya East Municipality. In answering this question, a descriptive statistic was employed. The analysis was done on four indicators of teachers' performance which include classroom management (CM), students' academic achievement (SAA), teachers' instructional management (TIM) and improved teachers' professional and curriculum development (ITPCD). These assessments were done by the headteachers. The summary of the descriptive analyses as shown in Table 12, 13, 15 and 14.

Table 12: Class Room Management

Item	SD(%)	D(%)	N(%)	A(%)	SA	Mean	Std.D
Teachers always attend class on time	1(2.4)	5(12.2)	2(4.9)	15(36.6)	18(43.9)	4.1	0.87
Teachers manage their classroom time effectively for student academic development.	5(12.2)	8(19.5)	3(7.3)	13(31.7)	12(29.3)	3.5	0.92
Teachers always ensure that Students put up good behaviours in class as a way of managing their class effectively	3(7.3)	3(7.3)	4(9.8)	14(34.1)	17(41.5)	4.0	0.57
Students discipline themselves in school and in class to promote smooth teaching and learning in school.	4(9.8)	2(4.9)	1(2.4)	14(34.1)	20(48.8)	3.9	0.78
Teachers always provide a conducive class for teaching and learning in school	1(2.4)	7(17.1)	2(4.9)	15(36.6)	16(39.0)	3.9	0.81
Teachers manage school teaching and learning resources effectively in their respective classrooms	2(4.9)	18(43.9)	1(2.4)	12(29.3)	8(19.5)	3.1	0.53
Teachers manage their instructional time in class effectively to achieve their daily academic goals in school.	4(9.8)	10(24.4)	2(4.9)	13(31.7)	11(26.8)	3.3	0.77

Source: Field Survey, (2022), N=41 Note: SD(Strongly disagree); D(Disagree); N(Neutral), A(Agree); SA(Strongly Agree); Std.D (Standard Deviation)

Teachers' performance as far as classroom management is concerned is worth emulating. This is due to the fact that most of the teachers always attend class on time as confirmed by 33(80.5%) of the responses (Mean=4.1, SD=0.87). Again, it was also indicated by majority of the respondents that teachers manage their classroom time

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effectively for student academic development (Mean=3.5, SD=0.92). Additionally, as an evidence of the teachers resolve to ensuring proper classroom management, students discipline themselves in the schools and in class to promote smooth teaching and learning in schools (Mean=4.0, SD=0.57). Most of the teachers also ensured that students put up good behaviors in class as a way of managing their classes effectively (Mean 3.9, SD=0.78). In fact, quite a number of the teachers do provide a conducive class environment for teaching and learning in the schools (Mean=3.9, SD=0.81). The management of school teaching and learning resources by the teachers has not been encouraging as confirmed by majority of the headteachers (Mean=3.1, SD=0.53). Finally, management of teachers' instructional time in class to achieve their daily academic goals in the schools has been rated high in some of the schools but quite a number of the headteachers did not agree with this assertion (Mean=3.3, SD=0.77).

Table 13: Students' Academic Achievement

Item	SD(%)	D(%)	N(%)	A(%)	SA(%)	Mean	Std.D
Teachers always teach students based on the existing curriculum available in public schools.	3(7.3)	7(17.1)	2(4.9)	13(31.7)	16(39.0)	3.8	0.73
Teachers always examine students based on their understanding of any topic treated in class	4(9.8)	6(14.6)	1(2.4)	18(43.9)	12(29.3)	3.7	0.83
Students' performance in class and terminal exams is always improving in school	7(17.1)	9(22.0)	1(2.4)	14(34.1)	10(24.4)	3.3	0.67
Teachers always ensure that students are always participating in class	4(9.8)	7(17.1)	2(4.9)	12(29.3)	16(39.0)	3.7	0.73
Teachers always provide a good interpersonal relationship with students in the school.	8(19.5)	8(19.5)	1(2.4)	11(26.8)	13(31.7)	3.3	0.89
Teachers always pay particular attention to academically weak students (special children) in class.	12(29.3)	7(17.1)	3(7.3)	13(31.7)	15(36.6)	4.0	0.71

Source: Field Survey, (2022), N=41 Note: SD (Strongly disagree); D(Disagree); N(Neutral), A(Agree); SA(Strongly Agree); Std.D (Standard Deviation)

Teachers' performance as far as students' academic achievement is concerned have been worthwhile. This is because 29 (70.7%) of the responses attested to the fact that teachers always teach students based on the existing curriculum available in public schools (Mean=3.8, SD=0.73). This is certainly because of the fact that the headteachers were being effective in their curriculum leadership. Again, it was also confirmed by majority of the respondents that the teachers always examine students based on their understanding of any topic treated in class(Mean=3.7, SD=0.83).

In addition, it was also assented to by more than half of the headteachers the fact that students' performance in class and terminal exams were always improving in the school (Mean=3.3, SD=0.67). This was justified by the fact that the teachers always ensure that the students are always participating in class (Mean=3.7, SD=0.73). Teachers always provide a good interpersonal relationship with students in the schools as confirmed by 24(58.5%) of the respondents (Mean=3.3, Std.D=0.89). This indicator is very important as students' ability to freely speak with their teachers helps them improve their performance academically. It was further confirmed by majority of the respondents that teachers always pay particular attention to academically weak students (special children) in class (Mean=4.0, Std.D=0.71).

Table 14: Teachers Instructional Management

	SD(%)	D(%)	N(%)	A(%)	SA(%)	Mean	Std.D
Teachers use their teaching and learning resources efficiently to ensure student development	5(12.1)	9(22.0)	5(12.2)	11(26.8)	12(29.3)	3.5	0.56
Teachers adopt good teaching and learning methods in teaching students in school	7(17.1)	7(17.1)	2(4.9)	10(24.4)	15(36.6)	3.5	0.79
Teachers always enforce the discipline of students in the school	4(9.8)	5(12.2)	1(2.4)	18(43.9)	13(31.7)	3.8	0.75
Teachers always design their classrooms effectively by setting up students' desks, bulletin board devices, and others	10(24.4)	12(29.3)	2(4.9)	8(19.5)	9(22.0)	2.9	0.83
Teachers adopt good instruction techniques in teaching students in the school for effective development of the students	4(9.8)	9(22.0)	4(9.8)	13(31.7)	11(26.8)	3.4	0.71
Teachers observe how students learn best and use good classroom management strategies and techniques to teach any lesson	7(17.1)	10(24.4)	3(7.3)	11(26.8)	10(24.4)	3.2	0.93
Teachers schedule and organize classroom activities on time with students to ensure good delivery	9(22.0)	11(26.8)	2(4.9)	10(24.4)	9(22.0)	3.0	0.81
Teachers develop good classroom rules and regulations for effective teaching and learning.	7(17.1)	8(19.5)	2(4.9)	13(31.7)	11(26.8)	3.3	0.89

Source: Field Survey, (2022), N=41 Note: SD (Strongly disagree); D (Disagree); N (Neutral), A(Agree); SA(Strongly Agree); Std.D (Standard Deviation)

Teachers' performance as far as instructional management is concerned have also been adjudged by more than half of the responses to be effective. This is due to the fact that teachers use their teaching and learning resources efficiently to ensure student development as confirmed by 23 thus (56.1%) of the respondents (Mean=3.5, Std.D=0.56). Again, it was also revealed that teachers adopt good teaching and learning methods in teaching students in school (Mean=3.5, Std.D=0.79). It was also assented to the fact that teachers always enforce the discipline of students in the school and always design their classrooms effectively by setting up students' desks,

bulletin board devices, and others as confirmed by most of the respondents (Mean=3.8, Std.D=0.75). Again, 17 (41.5%) of the respondents agreed to the fact that teachers adopt good instruction techniques in teaching students in the school for effective development of the students (Mean=2.9, Std.D=0.71). It was also indicated by 24 thus (58.5%) of the respondents that teachers observe how students learn best and use good classroom management strategies and techniques to teach any lesson (Mean=3.4, Std.D=0.93). Teachers also schedule and organize classroom activities on time with students to ensure good delivery as confirmed by 19(46.3%) of the respondents (Mean=3.0, Std.D=0.81). Teachers also strive to develop good classroom rules and regulations for effective teaching and learning (Mean=3.3, Std.D=0.89).

Table 15: Improved Teachers Professional and Curriculum Development

	SD(%)	D(%)	N(%)	A(%)	SA(%)	Mean	Std.D
Teachers are always evaluated by the headteacher for effective development of the students	3(7.3)	5(12.2)	0(0.0)	15(36.6)	18(43.9)	4.0	0.87
Teachers always collaborate with their colleagues to improve their teamwork	2(4.9)	8(19.5)	2(4.9)	12(29.3)	17(41.5)	3.8	0.69
Teachers develop new ideas and creative and innovative methods in teaching and learning.	8(19.5)	8(19.5)	3(7.3)	12(29.3)	10(24.4)	3.2	0.97
Develop good interpersonal and communication skills for effective teaching and learning in school	7(17.1)	10(24.4)	1(2.4)	10(24.4)	13(31.7)	3.3	0.75
Teachers articulate new ideas and opinions for solving school academic problems	8(19.5)	13(31.7)	2(4.9)	7(17.1)	11(26.8)	3.0	0.77
Teachers have developed good work ethics in their field of teaching	4(9.8)	11(26.8)	1(2.4)	12(29.3)	13(31.7)	3.5	0.46

Source: Field Survey, (2022), N=41 Note: SD(Strongly disagree); D(Disagree); N(Neutral), A(Agree); SA(Strongly Agree); Std.D (Standard Deviation)

In terms of improved teachers professional and curriculum development, the results in Table 16 show that some of the teachers are doing well as confirmed by the headteachers. As a matter of detail, 33(80.5%) of the respondents assented to the fact that teachers are always evaluated by the headteacher for effective development of the students (Mean=4.0, Std.D=0.87). Again, majority of the teachers always collaborate with their colleagues to improve their teamwork as confirmed by 29(70.7%) of the respondents (Mean=3.8, Std.D=0.69). Again, majority of the respondents indicated that teachers develop new ideas and creative and innovative methods in teaching and learning (Mean=3.2, Std.D=0.97). As revealed in most of the responses, most of the teachers develop good interpersonal and communication skills for effective teaching and learning in the schools (Mean=3.3, Std.D=0.75). The rating for teachers articulating new ideas and opinions for solving school academic problems has not been encouraging as only18 representing (43.9%) of the response. Many of the teachers have also developed good work ethics in their field of teaching.

Table 16: Summarised Result of Teachers' Performance

Teachers' Performance	Mean	Std.D
Classroom Management	3.7	0.89
Students' Academic Achievement	3.6	0.47
Teachers' Instructional Management	3.3	0.98
Improved Teachers' Professional and Curriculum Development	3.5	0.67
Overall Teachers' Performance	3.5	0.75

Source: Field Survey, (2022), N=41 Note: SD(Strongly disagree); D(Disagree); N(Neutral), A(Agree); SA(Strongly Agree); Std.D (Standard Deviation)

It can be observed from Table 16 that there has been a fair support for the claim that teachers have been effective as far as classroom management, students' academic achievement, teachers' instructional management and improved teachers' professional and curriculum development are concerned. This is so as more than half

of the responses were geared towards a high level of agreement section of the scale resulting in an average response of 3.5.

4.3.3 Analysis of Research Question 3: What is the effect of headteachers' curriculum leadership practices on teachers' performance in public basic schools in Awutu-Senya East Municipality?

To answer this research question, test of normality of data and Levene's Test of Equality of Variances were conducted to be sure that the necessary assumption for for regression analysis were not violated. Test of normality is to assert whether the collected sampled data is from normally distributed population (Ghasemi & Zahediasl, 2012). A representative sample data from a population should have the same pattern of distribution in order to pave way for the estimation of the characteristics of the population. According to Sekaran and Bougie (2016), a sample is representative when the characteristics of the population in a sample are neither overrepresented nor underrepresented. Thode, (2002) affirms that, in statistics, normality is the widely used assumption.

Normality test in other words termed as probability plot correlation Maximilan, (2010) is a consonance scattering through which numeric data can be plotted as a bell shaped (Sunder et al., 2009). It is to confirm whether the variables are normally distributed or not. If normally distributed a parametric test, if not a non-parametric test is run. Normality test can be computed in several ways by using Shapiro-Wilk test, t-test, Kormogorov-Smirov test, or Wilcoxon-Mann-Whitney test but the commonly used one is Shapiro-Wilk test. For normal distribution, the P value (Sig) should be more than 0.05. The researcher conducted the normality test to affirm whether the data collected are normally distributed or not. As displayed in Table 17, all the variables indicated p-values which were more than 0.05 in both Shapiro-Wilk

test and Kolmogorov-Smirnov test. Hence, the conclusion was made that all the variables are normally distributed, a justification of a conduct of a parametric test.

Table 17: Test of Normality

Variables	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	Df	Sig
Curriculum Development and Instruction	0.084	365	0.201	0.792	365	0.233
Planning And Preparation Of Schemes of Work And Staff Development	0.082	365	0.203	0.772	365	0.211
Monitoring of Teaching and Learning Across the Curriculum	0.094	365	0.192	0.899	365	0.285
Teacher Professional and Curriculum Development Improvement	0.189	365	0.092	0.866	365	0.233
Teacher Support and Development	0.091	365	0.200	0.924	365	0.299
Classroom Management	0.155	365	0.086	0.733	365	0.198
Students' Academic Achievement	0.024	365	0.281	0.864	365	0.220
Teachers' Instructional Management	0.088	365	0.182	0.882	365	0.244
Improved Teachers' Professional and Curriculum Development	0.864	365	0.144	0.752	365	0.201

Source: Field Survey, (2022), N=365

The next assumption tested was Levene's Test of Equality of Variances. Levene's test is a statistical test used to test if k samples have equal variances (Levene, 1960). Equal variances across samples is called homogeneity of variance. Conducting Levene's test for equality of variances comes is premised on the following hypotheses: H_0: There is homogeneity of variance among the groups H_1: There is no homogeneity of variances among the groups. The result of this test is shown in Table 18.

Table 18: Levene's Test for Equality of Variances

		Curriculum Leadership Practices	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	0.631	
	Sig	0.233	

Source: Field Survey, (2022)

As indicated in Table 18, Levene's Test showed an F-statistics of 0.631 with a p-value of 0.233 which is more than 0.05, hence, the conclusion is therefore made that there is equality of variance in the responses between the various strata (circuits) under study. This result therefore implies that similar patterns of responses were obtained. Having established that the assumptions of normality of data and equality of variance were not violated, the relationship between headteachers' curriculum leadership practices and teachers' performance was determined using Pearson's Product-Moment Correlation Coefficient. Establishing the relationship was a pre-requisite for determining the effect of headteachers' curriculum leadership practices on teachers' performance. Correlation in the broadest sense is a measure of an association between variables (Schober, 2018). In correlated data, the change in the magnitude of 1 variable is associated with a change in the magnitude of another variable, either in the same (positive correlation) or in the opposite (negative correlation) direction. Most often, the term correlation is used in the context of a linear relationship between 2 continuous variables and expressed as Pearson product-moment correlation. The Pearson correlation coefficient is typically used for jointly normally distributed data (data that follow a bivariate normal distribution).

For non-normally distributed continuous data, for ordinal data, or for data with relevant outliers, a Spearman rank correlation can be used as a measure of a monotonic association. Both correlation coefficients are scaled such that they range from –1 to +1, where 0 indicates that there is no linear or monotonic association, and

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the relationship gets stronger and ultimately approaches a straight line (Pearson correlation) or a constantly increasing or decreasing curve (Spearman correlation) as the coefficient approaches an absolute value of 1. The range of the correlation coefficients and their interpretations are shown in Table 19 while the results of the correlation matrix are displayed in Table 20.

Table19: Example of a Conventional Approach to interpreting correlation coefficient

Absolute magnitude of the observed correlation coefficient	Interpretation
0.00-0.10	Negligible correlation
0.10-0.39	Weak correlation
0.40-0.69	Moderate correlation
0.70-0.89	Strong correlation
0.90-1.00	Very strong correlation

Source: Schober et al. (2018)

Table 20: Pearson's correlation matrix

	Correlations								
		CDI	PPSWSD	MTLAC	TPCDI	TSD	CM	SAA	TIM	ITPCD
CDI	Pearson Correlation	1							
	Sig. (2-tailed)								
PPSWSD	Pearson Correlation	.252**	1						
	Sig. (2-tailed)	.000							
MTLAC	Pearson Correlation	.132**	.152**	1					
	Sig. (2-tailed)	.000	.000						
TPCDI	Pearson Correlation	.459**	.278**	.366**	1				
	Sig. (2-tailed)	.000	.000	.000					
TSD	Pearson Correlation	.365**	.386**	.469**	.189**	1			
	Sig. (2-tailed)	.000	.000	.000	.000				
CM	Pearson Correlation	.765**	.786**	.669**	.789**	.730**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	0.000			
SAA	Pearson Correlation	.765**	.686**	.869**	.689**	.780**	.504**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	0.000	0.000		
TIM	Pearson Correlation	.795**	.755**	.769**	.789**	.874**	.730**	.534**	1
	Sig. (2-tailed)	.000	.000	.000	.000	0.000	0.000	0.000	
ITPCD	Pearson Correlation	.865**	.765**	.769**	.689**	.813**	.510**	.610**	.451**	1
	Sig. (2-tailed)	.000	.000	.000	.000	0.000	0.000	0.000	0.000

**. Correlation is significant at the 0.01 level (2-tailed).

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As indicated in Table 20, headteachers' curriculum leadership practices were found to have statistically significant and strong positive relationship with teachers' performance. For instance, curriculum development and instruction has statistically significant and strong positive relationship with classroom management (r=0.765, p-value= 0.000). Again, planning and preparation of schemes of work and staff development was found to be strong and significantly positively related with classroom management (r=0.786, p-value=0.000). Additionally, monitoring of teaching and learning across the curriculum was also found to have moderate positive and significant relationship with classroom management (0.669, p-value= 0.000). More so, teacher professional and curriculum development improvement had a statistically significant and strong positive relationship with classroom management (r=.789, p-value= 0.000) as teacher support and development also had statistically significant and strong positive relationship with classroom management (r=0.730, p-value=0.000).

Curriculum leadership practices were found to have a statistically significant and strong positive relationship with students' academic achievement. For example, curriculum development and instruction was found to have statistically significant and strong positive relationship with students' academic achievement (r=0.765, p-value=0.000). Again, Planning and Preparation of Schemes of Work and Staff Development was also found to have moderately strong and significant positive relationship with students' academic achievement (r=0.686, p-value=0.000). Additionally, Monitoring of Teaching and Learning across the Curriculum was also revealed to have statistically significant and strong positive relationship with students' academic achievement (r=0.869, p-value= 0.000). Furthermore, it was also revealed that Teacher Professional and Curriculum Development Improvement also had

statistically significant and moderately strong positive relationship with students' academic achievement (r=0.689, p-value= 0.000) as teacher support and development also had significant and strong positive relationship with students' academic achievement (r= 0.780, p-value=0.000).

Furthermore, curriculum leadership practices were also found to have statistically significant and strong positive relationship with Teachers' Instructional Management. For instance, curriculum development and instruction had a significant and strong positive relationship with Teachers' Instructional Management (r =0.795, p-value= 0.000). Also, Planning and Preparation of Schemes of Work and Staff Development and teachers' instructional management were significantly and strong positively related (r =0.755, p-value=0.000). Relatedly, it was also indicated that Monitoring of Teaching and Learning across the Curriculum and teachers' instructional management were significantly and strong positively related (r=0.769, p-value=0.000). Being on the same wavelength, there also existed statistically significant and strong positive relationship between Teacher Professional and Curriculum Development Improvement and teachers' instructional management (0.789, p-value=0.000). Teacher support and development was also said to have statistically significant and moderately strong positive relationship with teachers' instructional management (r=0.574, p-value=0.000).

Finally, headteachers' curriculum leadership practices were also found to have statistically significant and strong positive relationship with Improved Teachers' Professional and Curriculum Development. As indicated in Table 20, curriculum development and instruction was found to have statistically significant and strong positive relationship with Improved Teachers' Professional and Curriculum Development (r=0.865, p- value=0.000) and Planning and Preparation of Schemes of

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Work and Staff Development was also found to have statistically significant and strong positive relationship with Planning and Preparation of Schemes of Work and Staff Development (r=0.765, p-value=0.000). Again, Monitoring of Teaching and Learning Across the Curriculum was also indicated to have statistically significant and strong positive relationship with Improved Teachers' Professional and Curriculum Development (r=0.0.769, p-value=0.000) and Teacher Professional and Curriculum Development Improvement was also indicated to have significant and moderately strong positive relationship with Improved Teachers' Professional and Curriculum Development (r=0.689, p-value=0.000).

Finally, teacher support and development and Improved Teachers' Professional and Curriculum Development were found to have significant and strong positive relationship (r=0.813, p-value=0.000). In effect, headteachers' curriculum leadership practices were found to be significantly and strong positively related with teachers' performance which indicates that an improvement in headteachers' curriculum leadership could cause an enhancement in teachers' performance. This finding has underscored the need for headteachers to be up and doing in their curriculum leadership so as to ensure higher performance of the teachers which will subsequently influence the performance of the learners.

After establishing the relationship between the two variables, the effect of headteachers' curriculum leadership practices on teachers' performance was determined and the results are displayed in Tables 21, 22, 23, 24, and 25. As shown in Table 14, headteachers' curriculum leadership practices have statistically significant and positive effect on classroom management. For instance, curriculum development and instruction has statistically significant and positive relationship on classroom management (β=0.51, p-value=0.000). This implies that a unit increase in the

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curriculum development and instruction will cause 51 percent enhancement in classroom management. Again, planning and preparation of schemes of work and staff development have statistically significant and positive effect on classroom management (β=0.37, p-value=0.000).

Table 21: Effect of Headteachers' Curriculum Leadership Practices on Classroom Management

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.293	0.504		6.537	0.000
Curriculum Development and Instruction	0.51	0.053	0.422	9.679	0.000
Planning and Preparation of Schemes of Work and Staff Development	0.368	0.081	0.332	4.543	0.000
Monitoring of Teaching and Learning Across the Curriculum	0.464	0.136	0.219	3.41	0.001
Teacher Professional and Curriculum Development Improvement	1.509	0.38	0.743	3.971	0.001
Teacher Support and Development	1.229	0.203	0.917	6.054	0.000
R-Squared	0.827				
Adjusted R-Squared	0.824				
F-Statistics	304.34				
Prob.(F-Statistics)	0.000				

a. Dependent Variable: Classroom Management

This also indicates that a unit increase in planning and preparation of schemes of work and staff development will cause about 37 percent enhancement in classroom management. This underscores the essence of headteachers' curriculum leadership practice as far as planning and preparation of schemes of work and staff development is concerned. In addition, monitoring of teaching and learning across the curriculum was said to have statistically significant effect on classroom management (β=0.46, p-value=0.001). This also indicated that a unit increase in monitoring of teaching and learning across the curriculum could cause about 46 percent enhancement in

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classroom enhancement. Again, teacher professional and curriculum development improvement was said to have statistically significant and positive effect on classroom management (β=1.51, p-value=0.001). This implies that a unit improvement in teacher professional and curriculum development improvement could cause 151 percent enhancement in classroom management.

Finally, teacher support and development was also said to have statistically significant and positive effect on classroom management (β=1.23, p-value=0.000). This also indicated that a unit improvement in teacher support and development could cause 123 percent improvement in classroom management. About 82.4 percent of the variation in classroom management can be explained by the headteachers' curriculum leadership practices. The model is hence fit for predicting the dependent variable as Table 21 indicated that the combined effect of the curriculum leadership practices indicators is statistically significant (F= 304.34, p-value=0.000).

Table 22: Effect of Headteachers' Curriculum Leadership Practices on Students' Academic Achievement

| | Coefficients | | | | |
| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
	B	Std. Error	Beta		
(Constant)	0.012	0.091		0.133	0.894
Curriculum Development and Instruction	0.203	0.046	0.176	4.439	0.000
Planning and Preparation of Schemes of Work and Staff Development	0.308	0.031	0.297	9.935	0.000
Monitoring of Teaching and Learning Across the Curriculum	0.401	0.125	0.303	3.208	0.001
Teacher Professional and Curriculum Development Improvement	0.396	0.136	0.343	2.912	0.005
Teacher Support and Development	0.584	0.142	0.496	4.113	0.000
R-Squared	0.764				
Adjusted R-Squared	0.758				
F-Statistics	287				
Prob.(F-Statistics)	0.000				

a. Dependent Variable: Students' Academic Achievement

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Headteachers' curriculum leadership practices were found to have statistically significant effect on students' academic achievement. This is validated with the fact that all the indicators of the headteachers' curriculum leadership practices with respect to students' academic achievement had significant and positive effect on students' academic achievement. For instance, curriculum development and instruction have statistically significant and positive effect on students' academic achievement (β=0.203, p-value =0.000). This implies that about 20 percent of improvement could be seen in students' academic achievement if there is a unit improvement in the curriculum development and instruction. Again, planning and preparation of schemes of work and staff development was also found to have statistically significant and positive effect on students' academic achievement (β=0.308, p-value=0.000). This indicates that there could be about 31 percent enhancement in students' academic achievement if there is a unit increase in planning and preparation of schemes of work and staff development.

Additionally, monitoring of teaching and learning across the curriculum was also found to have statistically significant and positive effect on students' academic achievement (β=0.401, p-value=0.001). Teacher professional and curriculum development improvement was also found to have significant and positive effect on students' academic achievement (β=0.396, p-value =0.005). Teacher support and development also had statistically significant and positive effect on students' academic achievement (β=0.584, p-value =0.000). Also, about 75.8 percent of the variation in the students' academic achievement could be accounted for by the headteachers' curriculum leadership practices (Adj. R^2=0.758). Again, the model is fit in predicting the dependent variable as all the indicators of the headteachers'

curriculum leadership practices combined were significant in influencing the students' academic achievement (F=287, p=0.000).

Table 23: Effect of Headteachers' Curriculum Leadership Practices on Teachers' Instructional Management

	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.056	0.013		4.308	0.000
Curriculum Development and Instruction	0.305	0.021	0.301	14.524	0.000
Planning and Preparation of Schemes of Work and Staff Development	0.264	0.082	0.255	3.220	0.001
Monitoring of Teaching and Learning Across the Curriculum	0.502	0.151	0.498	3.325	0.001
Teacher Professional and Curriculum Development Improvement	0.375	0.112	0.343	3.348	0.001
Teacher Support and Development	0.594	0.21	0.496	2.829	0.004
R-Squared	0.776				
Adjusted R-Squared	0.759				
F-Statistics	308				
Prob.(F-Statistics)	0.000				

a. Dependent Variable: Teachers' Instructional Management

Headteachers' curriculum leadership practices were found to have statistically significant effect on students' academic achievement. This is validated with the fact that all the indicators of the headteachers' curriculum leadership practices have had significant and positive effect on students' academic achievement. For instance, curriculum development and instruction have statistically significant and positive effect on Teachers' Instructional Management (β=0.305, p-value =0.000). This implies that about 31 percent of improvement could be seen in Teachers' Instructional Management if there is a unit improvement in the curriculum development and

instruction. Again, planning and preparation of schemes of work and staff development was also found to have statistically significant and positive effect on Teachers' Instructional Management (β=0.264, p-value=0.001). This indicates that there could be about 26 percent enhancement in Teachers' Instructional Management if there is a unit increase in planning and preparation of schemes of work and staff development. Additionally, monitoring of teaching and learning across the curriculum was also found to have statistically significant and positive effect on Teachers' Instructional Management (β=0.502, p-value=0.001).

Teacher professional and curriculum development improvement was also found to have significant and positive effect on Teachers' Instructional Management (β=0.375, p-value =0.001). Teacher support and development also had statistically significant and positive effect on Teachers' Instructional Management (β=0.594, p-value = 0.000). Also, 75.9 percent of the variation in the Teachers' Instructional Management could be accounted for by the headteachers' curriculum leadership practices (Adj. R^2=0.758). Again, the model is fit in predicting the dependent variable as all the indicators of the headteachers' curriculum leadership practices combined were significant in influencing the Teachers' Instructional Management (F=308, p=0.000).

The effect of headteachers' curriculum leadership practices on improved teachers' professional and curriculum development was also determined and the results are shown in Table 24. From the results, headteachers' curriculum leadership practices were found to have statistically significant effect on Improved Teachers' Professional and Curriculum Development. This is validated with the fact that all the indicators of the headteachers' curriculum leadership practices have had significant and positive effect on Improved Teachers' Professional and Curriculum Development. For

instance, curriculum development and instruction have statistically significant and positive effect on Improved Teachers' Professional and Curriculum Development (β=0.423, p-value =0.000). This implies that about 42 percent improvement could be seen in Improved Teachers' Professional and Curriculum Development if there is a unit improvement in the curriculum development and instruction.

Table 24: Effect of Headteachers' Curriculum Leadership Practices on Improved Teachers' Professional and Curriculum Development

	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.204	0.062		3.290	0.001
Curriculum Development and Instruction	0.423	0.105	0.401	4.029	0.000
Planning and Preparation of Schemes of Work and Staff Development	0.278	0.072	0.268	3.861	0.001
Monitoring of Teaching and Learning Across the Curriculum	0.458	0.089	0.442	5.146	0.000
Teacher Professional and Curriculum Development Improvement	0.387	0.087	0.343	4.448	0.000
Teacher Support and Development	0.536	0.0752	0.496	7.128	0.000
R-Squared	0.792				
Adjusted R-Squared	0.788				
F-Statistics	408				
Prob.(F-Statistics)	0.000				

a. Dependent Variable: Improved Teachers' Professional and Curriculum Development

Again, planning and preparation of schemes of work and staff development was also found to have statistically significant and positive effect on Improved Teachers' Professional and Curriculum Development (β=0.278, p-value=0.001). This indicates that there could be about 28 percent enhancement in Improved Teachers' Professional and Curriculum Development if there is a unit increase in planning and preparation of schemes of work and staff development. Additionally, monitoring of

teaching and learning across the curriculum was also found to have statistically significant and positive effect on Improved Teachers' Professional and Curriculum Development (β=0.458, p-value=0.001).

Teacher professional and curriculum development improvement was also found to have significant and positive effect on Improved Teachers' Professional and Curriculum Development (β=0.387, p-value =0.001). Teacher support and development also had statistically significant and positive effect on Improved Teachers' Professional and Curriculum Development (β=0.536, p-value = 0.000). Also, 78.8 percent of the variation in the Improved Teachers' Professional and Curriculum Development could be accounted for by the headteachers' curriculum leadership practices (Adj. R^2=0.788). Again, the model is fit in predicting the dependent variable as all the indicators of the headteachers' curriculum leadership practices all combined were significant in influencing the Teachers' Instructional Management (F=408, p=0.000).

Based on these findings, a summary of the effect of overall headteachers' curriculum leadership practices on overall teachers' performance was determined and the results are displayed in Table 25.

Table 25: Summary of the Effect of Headteachers' Curriculum Leadership Practices on Teachers' Performance

Coefficients				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.532	0.233		6.575	0.000
Headteachers' Curriculum Leadership Practices	0.522	0.112	0.401	4.661	0.000
R-Squared	0.774				
Adjusted R-Squared	0.766				

a. Dependent Variable: Teachers' Performance

From the preceding revelations, it was found that all the headteachers' curriculum leadership practice indicators were found to have statistically significant effect on all the indicators of teachers' performance. These revelations are thus validated by Table 25 as it indicates that headteachers' curriculum leadership practices has statistically significant effect on teachers' performance(β=0.522, p-value=0.000). It was also indicated that about 77.4% of the variability in teachers' performance can be explained by changes in headteachers' curriculum leadership practices(R-Sq.=0.774).

4.5   Discussion of Results/Findings

The discussion is classified under the three objectives of the study (1) Investigate the curriculum leadership practices of head teachers in public basic schools in Awutu-Senya East Municipality (2) Determine the level of teachers' performance in public basic schools in Awutu-Senya East Municipality. (3) Examine the effects of head teachers' curriculum leadership practices on teachers' performance in the selected public basic schools in Awutu-Senya East Municipality.

4.5.1 Q1, Headteachers' Curriculum Leadership Practices in Awutu-Senya East Municipality

From the foregoing discussion, it was found that headteachers' curriculum leadership practices such as Curriculum Development and Instruction, Planning and Preparation of Schemes of Work and Staff Development, Teacher Professional and Curriculum Development Improvement, Teacher Support and Development in the Awutu-Senya East Municipality received higher ratings by the teachers. This is an indication that majority of the headteachers in the municipality are committed to ensuring that curriculum is implemented to the later so as to improve the performance of teachers and students as well. The need for headteachers to be effective in their role

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as curriculum leaders is underscored by Peretomode (2010) who asserts that effective curriculum leadership and management is sine-qua-non to the successful implementation and institutionalization of curriculum change in order to achieve the desired goals. This is further supported by Quebec and Jimerson (2020) who explain that school heads play a major role in improving the quality of education in school through conducting classroom observations, measuring instruction proficiency, meeting staff regularly and assisting teachers in curriculum modification and assessment.

Knowledge about this phenomenon is very important according to Ngobeni (2011) who opines that since school leaders are considered to play a crucial role in the successful management and leadership of the curriculum, it is therefore important to know what other schools' leadership have been so that they are able to improve and sustain their schools' students' achievement. Again, this finding supports the position held by Neumerski (2012) who posits that academic managers are increasingly expected to move beyond the traditional administrative role, attending more to their role as curriculum leaders: planning educational programs, maximizing the learning experiences of students, and attending to external and internal curricular influences.

4.5.2   The Level of teachers' performance in public basic schools in Awutu-Senya East Municipality

Some of the teachers in the municipality were also adjudged to have performed well as far as Cassroom Management, Students' Academic Achievement, Teachers' Instructional Management and Improved Teachers' Professional and Curriculum Development are concerned. This performance is a derivative of the fact that some of the headteachers performed very well in their roles as curriculum leaders in the municipality as empirically validated by Dinham (2005) who explains that

achieving outstanding educational outcomes depends a great deal on the leadership of academic managers of which curriculum development is at the core (Dinham, 2005). Again, Mattar (2012) found that the principals of high-achieving schools performed better than those of low-achieving ones in both sets of functions. Further confirmation of this claim was evident in the study by Brandon et al. (2018) which noticed that the success of a school depends largely on the quality of its headteacher. Shaked (2021) suggests that in order to help teachers improve their performance, curriculum leaders should spend more time ensuring that the curriculum is effectively implemented.

4.5.3 Relationship between Headteachers' Curriculum Leadership Practices and Teachers' Performance

The results also indicates that there is a significant and strong positive relationship between headteachers' curriculum leadership practices and teachers' performance, an indication that an improvement in headteachers' curriculum leadership role of headteachers will result in an improvement in teachers' performance, ceteris paribus. This revelation has underscored how essential headteachers are in ensuring quality performance by teachers. This is confirmed by Dinham (2005) who explains that achieving outstanding educational outcomes depends a great deal on the leadership of academic managers of which curriculum development is at the core.

4.5.4 Effect of Headteachers' Curriculum Leadership Practices on Teachers' Performance

As indicated earlier, headteachers' curriculum leadership was found to have a significant and positive effect on teachers' performance. This implies that an improvement in headteachers' role as curriculum leaders will have a higher

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probability of causing an improvement in teachers' performance. This further means that if headteachers are able to go beyond their administrative roles and get more committed to their curriculum leadership roles, much improvement is highly likely to be witnessed in their teachers' performance which could subsequently enhance the performance of the schools at large. This position is validated by Brandon et al. (2018) who contend that the success of a school depends largely on the quality of its headteacher. It was also suggested by Shaked (2021) that in order to help teachers improve their performance, curriculum leaders should spend more time ensuring that the curriculum is effectively implemented.

Realizing the critical role academic managers can play in maintaining and advancing curricula, there is a clear emphasis in the literature on the provision of continuing professional support for academic managers in order for them to assume effective curriculum leadership (Neumerski, 2012; Nguyen, 2012). Academic managers attending professional development programmes are reported to be better capable, more confident, and more involved in effective curriculum practices than those who do not participate in such professional opportunities (Darling-Hammond et al., 2009). The lack of training opportunities and inadequate support and encouragement, especially for headteachers can prevent them from performing effective curriculum leadership tasks in practice (Nguyen, 2012). Hence, there is the need for those headteachers who are not performing as expected to be given the opportunity to attend professional development programmes in order to improve their performance which will inure to the benefit of the schools they superintend.

4.6   Summary of Chapter

The purpose of this study was to assess the effect of headteachers' curriculum leadership practices on teachers' performance. This chapter focused on answering

three research questions necessary to achieving the objectives of the study. The research questions answered in this chapter were: (1) what are the curriculum leadership practices of head teachers in public basic schools in Awutu-Senya East Municipality? (2) What is the level of teachers' performance in public basic schools in Awutu-Senya East Municipality? (3) What is the effect of headteachers' curriculum leadership practices on teachers' performance in public basic schools in Awutu-Senya East Municipality?

First of all, response rate was assessed and it was indicated that 324(90%) of the questionnaires administered were collected for analysis. The result of the substantive analysis indicated that teachers have been very effective as far as classroom management, students' academic achievement, teachers' instructional management and Improved Teachers' Professional and Curriculum Development are concerned. Also headteachers' curriculum leadership practices have been effective as confirmed by most of the respondents. It was also indicated that there has been statistically significant and positive relationship between headteachers' curriculum leadership practices and teachers' performance. Finally, headteachers' curriculum leadership practices were said to have a statistically significant and positive effect on teachers' performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1   Introduction

The overarching aim of this study was to assess the effect of headteachers' curriculum leadership practices on teachers' performance. The specific objectives to achieve this aim were to (1) Investigate the curriculum leadership practices of head teachers in public basic schools in Awutu-Senya East Municipality (2) Determine the level of teachers' performance in public basic schools in Awutu-Senya East Municipality. (3) Examine the effect of head teachers' curriculum leadership practices on teachers' performance in the selected public basic schools in Awutu-Senya East Municipality.

5.2   Summary of Study

A sample of 324 public basic school teachers and 41 headteachers were drawn from the six educational circuits using a stratified random sampling technique and census technique respectively. A primary data on headteachers' curriculum leadership practices and teachers' performance was collected using a closed-ended and structured questionnaire. A survey with a quantitative approach premised on a positivist paradigm were employed in finding answers to the research questions. Descriptive statistics, including frequencies, mean and standard deviations were used to achieve objectives 1 and 2 whereas Product Moment Correlation and Ordinary Least Square (OLS) Multiple Regression analyses were conducted to achieve objectives 3.

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5.3   Summary of Key Findings

1. The findings indicate that the headteachers have played their curriculum leadership roles effectively and efficiently in the Awutu-Senya East Municipality. This is because all the indicators such as Curriculum Development and Instruction, Planning and Preparation of Schemes of Work and Staff Development, Monitoring of Teaching and Learning across the Curriculum, Teacher Professional and Curriculum Development Improvement, Teacher Support and Development have all been adjudged to be very effective.

2. Also, majority of the teachers in the Awutu-Senya East were found to have been efficient in performing their duties. This was evident in the four dimensions of teachers' performance such as Classroom Management, Students' Academic Achievement, Teachers' Instructional Management and Improved Teachers' Professional and Curriculum Development.

3. Furthermore, headteachers' curriculum leadership practices were found to have statistically significant and positive effects on teachers' performance. Again, headteachers' curriculum leadership was also found to have statistically significant and positive effect on teachers' performance.

5.4   Conclusions

Based on the findings, it can be concluded that majority of the headteachers in the Awutu-Senya East Municipality are committed to ensuring that curriculum is implemented so as to improve the performance of teachers and learners as well. The need for headteachers to be effective in their role as curriculum leaders is underscored by Peretomode (2010) who asserts that effective curriculum leadership and

management is sine-qua-non to the successful implementation and institutionalization of curriculum change in order to achieve the desired goals.

It can also be concluded that some of the teachers in Awutu-Senya East Municipality have been efficient in delivering on their mandate in terms of Classroom Management, Students' Academic Achievement, Teachers' Instructional Management and Improved Teachers' Professional and Curriculum Development. This feat may have been achieved as a result of the relentless effort put up by some of the headteachers in the respective public basic schools. This claim is supported by Quebec and Jimerson (2020) who explain that school heads play a major role in improving the quality of education in school through conducting classroom observations, measuring instruction proficiency, meeting staff regularly and assisting teachers in curriculum modification and assessment. Further confirmation of this claim was evident in the study by Brandon et al. (2018) which noticed that the success of a school depends largely on the quality of its headteacher.

Furthermore, it is concluded that a good cooperation between headteachers and teachers will inure to the benefit of the schools by ensuring that the students perform creditably. This is because for teachers to perform their duties efficiently there is the need for a selfless, knowledgeable, goal-getter and hardworking headteachers who are on top of their curriculum leadership roles and seeing to it that the curriculum is implemented effectively and efficiently. However, for the curriculum leadership to be felt in the students' performance, there is the need for the teachers to own the implementation process, hence the need for cooperation between the two parties.

5.5   Recommendations

The key findings of the study pave way for the following recommendations to be made:

1. Per the assertions by Quebec and Jimerson (2020), that headteachers play a major role in improving the quality of education; the study therefore recommends that the Awutu-Senya East Education Directorate is to ensure adequate resourcing of headteachers of public basic schools in the Municipality to support them to continue to deliver on their mandate as curriculum leaders.

2. School Support and Improvement Officers in the Awutu Senya East Municipality should enhance monitoring of schools and ensure regular training of headteachers to continually sharpen their curriculum leadership skills.

3. Enhancing curriculum leadership practices by resourcing, training the headteachers alone may not yield the needed result, and for that matter, the Municipal Training Officers equip teachers through relevant trainings and workshops to update their skills regularly to ensure a better result in their performance, which will consequently manifest in the students' performance in the municipality.

5.6   Suggestions for Further studies

It is suggested that further studies delve more into the headteachers' curriculum leadership by focusing on the moderating role of traits of teachers on the relationship between headteachers' curriculum leadership and teachers' performance. This recommendation is key because, headteachers may be efficient in performing their curriculum leadership roles but may not necessarily translate into better teachers'

performance. With this, the various traits of teachers and their effect of the interaction between headteachers' curriculum leadership practices and teachers' performance should be studied.

Despite the insightful and provoking findings of this thesis, it is not exempted from limitations just like any other study of inquiry. The findings of the study apply to only public basic schools in the Awutu-Senya Easst Municipality in the Central Region of Ghana. Hence, it may not be applicable to other public and private basic schools in the country, limiting its generalizability.

Additionally, it is suggested that further studies to employ a qualitative or mixed method approach in analysing the research objectives so that qualitative means of obtaining data (eg. interviews) and analysing data will be incorporated. The use of qualitative or the mixed method approach will offer the teachers an opportunity to adequately express their views and bring to bear their emotions on the state of the headteachers' curriculum leadership practices as well as the performance of teachers for better and in-depth understanding of the findings.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

QUESTIONNAIRE FOR TEACHERS ON CURRICULUM LEADERSHIP PRACTICES AND TEACHER'S PERFORMANCE IN THE AWUTU-SENYA EAST MUNICIPAL.

This study is being carried out to find out the relationship between headteacher curriculum leadership and teachers' performance. The information will enable the researcher to ascertain how headteacher curriculum leadership influences teachers' performance in schools in the Awutu-Senya East Municipal in the Central Region. Your school has been chosen to take part in this study. Your responses will be treated with strict confidence and your identity will remain anonymous.

SECTION A: DEMOGRAPHIC INFORMATION

Please kindly respond to the questions. Tick (√) as appropriate

1. Gender :   Male   [ ]
                        Female   [ ]

2. Age: Below 30 Years [ ]
                        31-40 Years   [ ]
                        41-50 Years   [ ]
                        51 Years and Above [ ]

3. Educational qualification: Diploma   [ ]
                        Degree   [ ]
                        Masters   [ ]
                        Others (Specify): ....

5. Years of experience: 1-3years   [ ]
                        4-9years   [ ]
                        10 years and above [ ]

SECTION B: CURRICULUM LEADERSHIP BEHAVIOURS

Please indicate your agreement or disagreement with the Curriculum Leadership Behaviours of Headteachers. Tick (✓) appropriately. Use scale: 5=Strongly Agree, 4= Agree, 3=Neutral, 2=Disagree 1=Strongly Disagree.

	CURRICULUM LEADERSHIP					
	Curriculum Development and Instruction	**1**	**2**	**3**	**4**	**5**
6	The headteacher has mastered and advanced in the educational concepts and curriculum ideas for the school development.					
7	The headteacher always carries instructional design based on an overall teacher understanding of the curriculum in the school.					
8	The headteacher communicates curriculum policies to teachers, students, and parents appropriately in the school.					
9	The headteacher has mastered the latest national and local curriculum policies, curriculum plans, and subject curriculum standards.					
10	The headteacher carries out information on teaching diagnosis, or curriculum evaluation simultaneously in the teaching process in the school.					
11	The headteacher evaluates the competence of the teachers based on the school curriculum.					
12	The headteacher discusses and shares curriculum schemes based on key competencies with the teachers in the school.					
13	The headteacher actively develops new curriculum resources to enhance students' academic development in the school.					
	Planning And Preparation of Schemes of Work and Staff Development	**1**	**2**	**3**	**4**	**5**
14	The headteacher makes good use of modern information technology in the implementation of the curriculum to guide students' academic achievement and self-development.					
15	The headteacher evaluates the quality of curriculum practice and student development based on the effectiveness of the curriculum vision.					
16	The headteacher meets the individual development needs of students by developing school-based curriculum implementation strategies.					
17	The headteacher often exchanges ideas on curriculum improvement with teachers in the school.					

18	The Headteacher provides opportunities for teachers' professional development in school.					
19	The headteacher provides a significant effort for teachers to effectively accomplish all their tasks in school.					
20	The headteacher provides the necessary feedback to teachers on curriculum implementation strategies.					
21	The headteacher provides the necessary strategies to teachers on curriculum implementation in the school.					
	Monitoring of Teaching and Learning Across the Curriculum	**1**	**2**	**3**	**4**	**5**
22	The headteacher often adjusts teachers teaching methods in time to ensure effective curriculum implementation.					
23	The headteacher conducts curriculum evaluation on teachers to help understand the curriculum to help students' academic development.					
24	The headteacher gives appropriate rewards/appraisals to teachers for their effective efforts in the implementation of the curriculum roles in the school.					
25	The headteacher allows the teachers to participate in curriculum leading, management, and decision-making in the school.					
	Teacher Professional and Curriculum Development Improvement	1	2	3	4	5
26	The headteacher knows how to use curriculum leadership to influence teachers' performance and their competencies.					
27	The headteacher has the willingness to lead the curriculum roles in the school.					
28	In your school, the headteacher takes teachers' opinions into account when making curriculum decisions.					
	Teacher Support and Development	**1**	**2**	**3**	**4**	**5**
29	The headteacher provides curriculum resources (schools, communities, Internet, etc.) to maximize the effect of cultivating students' key development.					
30	The headteacher adopts teaching research for the curriculum implementation to guide students for effective development.					
31	The headteacher actively provides curriculum resources to enhance teachers' competencies and					

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	students' understanding.					
32	Even when the headteacher is busy at work, he/she still plans daily activities efficiently for school progress.					
33	The headteacher always gets involved in curriculum leading, management, and decision-making in the school.					
34	The headteacher always provides the needed information for teachers on curriculum activities for student development.					

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

QUESTIONNAIRE FOR TEACHERS ON CURRICULUM LEADERSHIP PRACTICES AND TEACHER'S PERFORMANCE IN THE AWUTU-SENYA EAST MUNICIPAL.

This study is being carried out to find out the relationship between headteacher curriculum leadership and teachers' performance. The information will enable the researcher to ascertain how headteacher's curriculum leadership influences teachers' performance in schools in the Awutu-Senya East Municipal in the Central Region. Your school has been chosen to take part in this study. Your responses will be treated with strict confidence and your identity will remain anonymous.

SECTION A: DEMOGRAPHIC INFORMATION

Please kindly respond to the questions. Tick (√) as appropriate

1. Gender :	Male	[ ]
	Female	[ ]
2. Age:	Below 30 Years	[ ]
	31-40 Years	[ ]
	41-50 Years	[ ]
	51 Years and Above	[ ]
3. Educational qualification:	Diploma	[ ]
	Degree	[ ]
	Masters	[ ]
	Others (Specify):	
4. Years of experience:	1-3years	[ ]
	4-9years	[ ]
	10 years and above	[ ]

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SECTION B: TEACHERS' PERFORMANCE-RELATED QUESTIONS

Please indicate your level of agreement or disagreement with the statements below on teachers' performance as a result of headteachers' curriculum leadership behaviours in school. Tick (✓) as appropriate. Use scale: 5=Strongly Agree, 4 = Agree, 3=Neutral, 2=Disagree 1= Strongly disagree

	Teacher Performance					
	Class Room Management	1	2	3	4	5
1	Teachers always attend class on time					
2	Teachers manage their classroom time effectively for student academic development.					
3	Teachers always ensure that Students put up good behaviours in class as a way of managing their class effectively					
4	Students discipline themselves in school and in class to promote smooth teaching and learning in school.					
5	Teachers always provide a conducive class for teaching and learning in school					
6	Teachers manage school teaching and learning resources effectively in their respective classrooms					
7	Teachers manage their instructional time in class effectively to achieve their daily academic goals in school.					
	Students' Academic Achievement	1	2	3	4	5
8	Teachers always teach students based on the existing curriculum available in public schools.					
9	Teachers always examine students based on their understanding of any topic treated in class					
10	Students' performance in class and terminal exams is always improving in school.					
11	Teachers always ensure that students are always participating in class.					
12	Teachers always provide a good interpersonal relationship with students in the school.					

13	Teachers always pay particular attention to academically weak students (special children) in class.					
	Teachers Instructional Management	1	2	3	4	5
14	Teachers use their teaching and learning resources efficiently to ensure student development.					
15	Teachers adopt good teaching and learning methods in teaching students in school.					
16	Teachers always enforce the discipline of students in the school					
17	Teachers always design their classrooms effectively by setting up students' desks, bulletin board devices, and others.					
18	Teachers adopt good instruction techniques in teaching students in the school for effective development of the students.					
19	Teachers observe how students learn best and use good classroom management strategies and techniques to teach any lesson					
20	Teachers schedule and organize classroom activities on time with students to ensure good delivery.					
21	Teachers develop good classroom rules and regulations for effective teaching and learning.					
	Improved Teachers Professional and Curriculum Development	1	2	3	4	5
22	Teachers are always evaluated by the headteacher for effective development of the students					
23	Teachers always collaborate with their colleagues to improve their teamwork.					
24	Teachers develop new ideas and creative and innovative methods in teaching and learning.					
25	Develop good interpersonal and communication skills for effective teaching and learning in school					
26	Teachers articulate new ideas and opinions for solving school academic problems.					
27	Teachers have developed good work ethics in their field of teaching					

APPENDIX C

LETTER OF INTRODUCTION

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL FOUNDATIONS

17ᵗʰ March, 2022.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

I write to introduce to you, DIANA AGBENYO, the bearer of this letter who is a student in the Department of Educational Foundations of the University of Education, Winneba. She is reading Master of Philosophy in Curriculum and Pedagogic Studies with index number 202113856.

She is conducting a research on the topic: PERCEIVED HEADTEACHERS' CURRICULUM LEADERSHIP PRACTICES AND TEACHERS' PERFORMANCE IN BASIC SCHOOLS IN AWUTU-SENYA EAST MUNICIPALITY, GHANA. This is in partial fulfillment of the requirements for the award of the above mentioned degree.

She is required to gather information through questionnaire and interviews to help her gather data for the said research and she has chosen to do so in your outfit.

I will be grateful if she is given permission to carry out this exercise.

Thank you.

Yours faithfully,

DR. RICHARDSON ADDAI-MUNUNKUM
AG. HEAD OF DEPARTMENT

APPENDIX D

LETTER FROM GHANA EDUCATION SERVICE

GHANA EDUCATION SERVICE

AWUTU SENYA EAST MUNICIPALITY

In case of reply the number and the
Date of this letter should be quoted

Email: *awutusenyaeast@ges.gov.gh*
Mobile: *0244374007/0244085749*
My Ref: GES/CR/KAS/P/VOL.4/95
Your Ref ....

Private Mail Bag
Kasoa

Digital Address - CW03147474

14ᵗʰ October, 2022

PERMISSION LETTER

Permission has been granted to **Diana Agbenyo** a student of University of Education, Winneba, who is doing her research on the topic 'Perceived Headteachers' Curriculum Leadership Practices and Teachers' Performance in Basic Schools in Awutu Senya East Municipality.

We hope you will accord her the necessary assistance.

Thank you.

....
FAUSTINA ALIMATU BRAIMAH (MS)
MUNICIPAL DIRECTOR OF EDUCATION
AWUTU SENYA EAST-KASOA

ALL BASIC SCHOOLS HEADTEACHERS
AWUTU SENYA EAST
KASOA.

Ce: Diana Agbenyo
P. O. Box 279
Abeka.

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