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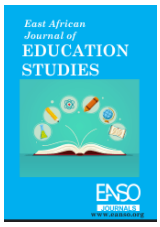

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Original Article

Headteachers' Curriculum Leadership Practices on Teachers' Performance in Basic Schools in Ghana

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Curriculum Leadership, Curriculum Leadership Practices, Headteachers, Public Basic Schools, Teacher Performance.

ABSTRACT

Curriculum leadership development is one of the most successful approaches for enhancing school teaching and learning outcomes. The study examined the impact of headteachers' curriculum leadership practices (CLP) on teacher performance in Ghana's public basic schools. CLP assessments included curriculum development and instruction, monitoring of teaching and learning, teacher development, classroom management and pupils' academic achievement. The study used a descriptive survey design. The sample size was 401, with 41 headteachers and 360 teachers chosen using census and stratified random selection techniques, respectively. The study's data were gathered using structured questionnaires. To answer research questions one and two, data was analysed by descriptive statistics. Multiple regression analysis was performed to investigate how headteachers' curriculum leadership practices affect teacher performance. The results show that headteachers have effectively and efficiently carried out their curriculum leadership tasks in schools. Also, results indicate that teachers in the municipality were found to have been very efficient in performing their duties. Further, headteachers' curriculum leadership was found to have a statistically significant and positive effect on teachers' performance. The study concludes that a strong working relationship between headteachers and teachers has contributed to pupils' academic success, attributable to the goal-oriented and diligent leadership of school heads. However, for curriculum leadership to significantly impact pupils' performance, teachers must actively take ownership of the implementation process, with collaboration between headteachers and teachers. The study recommends that the government of Ghana and other key stakeholders in the educational fraternity ensure adequate resourcing for headteachers of public basic schools in order to help them continue to deliver on their mandate as curriculum leaders. Institutional arrangements should be revitalised to enhance monitoring and ensure regular training of headteachers.

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INTRODUCTION

Curriculum leadership development is one of the most successful techniques for enhancing school teaching and learning outcomes (Edwards, 2018). Research is still being conducted to increase academic achievement and teacher productivity, focusing on leadership for learning (MOE/GES/TED, 2014). In recent years, school leaders have faced pressure to improve their schools in order to achieve improved learning results for their pupils. Curriculum leadership is a deliberate combination of instructional and administrative leadership duties. To that aim, headteachers must play a quality curriculum leadership role in order to have a major impact on teachers' instructional practices and students' academic progress (Bush, 2011; Hayes & Irby, 2020).

Curriculum leadership (CL) aims to improve teachers' instruction, student achievement, and overall school effectiveness (Hallinger, 2013; Mestry, 2017). CL significantly drives academic success by shaping curriculum design, teaching, and assessment (Copland & Knapp, 2006). Headteachers, as curriculum leaders, oversee learning, teaching, and progress monitoring, aiding teachers in refining their instructional practices, which in turn boosts student achievement (Meirink et al., 2020). To ensure school success, headteachers must possess relevant knowledge and skills in CL, as they collaborate with teachers to manage instructional programmes effectively (Agyeman-Nyarko, 2021). Their expertise in instructional strategies, research, and student achievement data informs decision-making, ensuring high-quality education and continuous school improvement.

According to Khan (2010), curriculum leadership entails headteachers executing measures to improve student learning by establishing a clear vision for instructional excellence and fostering teachers' professional development. Brandon et al. (2018) affirm that effective headteachers contribute significantly to school success. Schools with strong leadership thrive as headteachers efficiently perform both administrative and curriculum leadership roles, engaging teachers in the process (Sebastian et al., 2019). CL is now a shared responsibility among all school leaders (Karori et al., 2013). Quebec and Jimerson (2020) highlight the critical role of school heads in improving education through classroom observations, instructional evaluations, regular staff meetings, and curriculum assessments. Abdul Wahab et al. (2014) add that school heads enhance education quality by positively influencing all aspects of the school in alignment with its vision and goals.

Headteachers significantly influence teachers' work environments and performance. In Awutu-Senya East Municipality, inadequate monitoring and supervision have led to teacher absenteeism, reduced instructional time, and weak engagement in Professional Learning Communities, affecting performance. The 2019 School Performance

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Improvement Plan highlights these challenges. Headteachers' curriculum leadership practices (HCLP), including classroom visits, lesson plan reviews, feedback, and professional development, are crucial for improving teaching quality. Evaluations help teachers identify strengths and weaknesses while introducing new techniques. Shaked (2021) stresses the importance of observation in enhancing performance. Despite its significance, research on the link between HCLP and teacher performance is limited, especially in Ghana. This study seeks to fill that gap by examining how headteachers' curriculum leadership impacts teachers in public basic schools in the Awutu-Senya East Municipal Education Directorate.

Statement of the Problem

Despite reforms and investment in Ghana's education sector, concerns about basic education quality persist. Headteachers are expected to lead, communicate effectively, and stay professional and healthy (Esia-Donkoh, 2019; Sidhu, 2011). Yet, many focus more on administration than on curriculum leadership, which is vital for academic achievement (Cobbold et al., 2015). Weak curriculum leadership contributes to poor BECE performance (ASEM Education Directorate, 2018). Teachers often skip syllabus content, leaving students to self-study. Headteachers should foster supportive environments, but many neglect supervision, relying on circuit supervisors instead (Andre et al., 2020). This results in teacher absenteeism, reduced instructional time, and limited participation in professional development. Improving curriculum leadership and oversight is essential to raising teacher performance and student outcomes in the Awutu-Senya East Municipal (ASEM) schools.

A study by Harris and Jones (2021) indicated that headteachers who are directly involved in curriculum leadership improve teachers' performance. This research though significant, did not capture the dynamics in the Ghanaian context. This feeds into the researchers to investigate this phenomenon in the Ghanaian context which will offer a scientific basis for policy reforms as far as curriculum leadership in Ghana is concerned. Further, few studies have been done on curriculum leadership and teachers' performance (Fackler & Malmberg, 2016; Yang, 2019), however, in ASEM, there seems to be no study on headteachers' curriculum leadership practices and teacher performance in public basic schools. The purpose of this study was to examine the impact of headteachers' curriculum leadership practices on teacher performance in public basic schools in ASEM, Ghana.

Research Questions

The following questions guided the study.

1. What are the curriculum leadership practices of head teachers in public basic schools?
2. What is the level of teachers' performance in public basic schools?
3. What is the effect of headteachers' curriculum leadership practices on teachers' performance in public basic schools?

LITERATURE REVIEW

Theoretical Framework

This study was grounded in contingency and relationship theories. Contingency theory (Fiedler, 2015) posits that effective leadership is context-dependent, meaning headteachers must adapt their curriculum leadership styles based on factors such as school culture, teacher experience, and curriculum reforms. There is no universal leadership approach; rather, flexibility and responsiveness to teachers' needs enhance effectiveness. By recognising teachers' preferences, headteachers can tailor their leadership styles to improve teacher performance. Leadership effectiveness depends on the alignment between leadership style and situational variables.

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Relationship theory (Graen & Uhl-Bien, 1995) highlights the significance of headteacher-teacher relationships in curriculum leadership and teacher performance. It stresses trust, open communication, and collaboration in decision-making. When headteachers involve teachers in curriculum planning, they foster a sense of ownership and leverage teachers' expertise, resulting in better engagement and performance. Additionally, relationship theory underscores the importance of vision sharing. Headteachers who align curriculum leadership objectives with teachers' professional goals cultivate a shared vision, promoting unity and teamwork in achieving educational objectives. Both theories emphasize adaptability, collaboration, and communication as key elements in effective curriculum leadership, ultimately leading to improved teacher performance and educational outcomes.

Headteachers Curriculum Leadership

Headteachers play a vital role in achieving school goals, extending beyond administrative tasks to include leadership in curriculum leadership. As curriculum leaders, they oversee the design and implementation of instructional programmemes, ensuring alignment with educational goals. According to Quebec and Jimerson (2020), headteachers are responsible for mastering educational concepts and guiding the development of curriculum and instruction. They must communicate curriculum policies effectively to teachers, pupils, and parents, and use their understanding of the curriculum to support instructional planning and teacher development.

Headteachers also leverage modern technology to implement the curriculum, fostering academic achievement and pupil growth. Their leadership is evaluated by how well the curriculum vision translates into practice and pupil outcomes. Additionally, they assess and support teachers to strengthen instructional methods, encouraging active participation in curriculum-related decision-making. By recognising teachers' efforts and promoting professional growth, headteachers nurture a collaborative culture focused on continuous improvement. They involve staff in curriculum design and equip them with essential knowledge for effective teaching (Wenner & Campbell, 2017). Ultimately, headteachers guide daily academic activities, influence staff development, and create an environment where both teachers and pupils can thrive (Carpenter & Sherretz, 2012; Muijs & Harris, 2003).

Levels of Teacher Performance

Performance is strongly tied to what an individual or organisation must do to carry out their responsibilities (Kompri, 2014). Teacher performance focused on theory mastery and memory leads to inefficient and uneven growth of pupils' capacities (Pudjiastuti et al., 2011). A variety of internal and external factors can contribute to low teacher performance, including competency, work discipline, job satisfaction in the teaching organisation, principal leadership, and the availability of government education programmemes (Astuti et al., 2020; Maryati et al., 2020; Ibrahim et al., 2020). However, work environment, organisational culture, leadership and motivation, discipline, remuneration, and job satisfaction all have an impact on performance. In order to improve the calibre of their performance, teachers are essential.

Teacher performance varies across different regions. In Nigeria, Adeyemi (2011) found that secondary school teachers performed at a mediocre level. However, Usop et al. (2013) noted that teachers in Cotabato City excelled in their duties, helping schools achieve their goals. Amin et al. (2013) and Ghanney et al. (2017) discovered that teachers frequently overestimate their performance. Similarly, Achana (2019) and Appiah and Esia-Donkoh (2018) reported excellent and good teacher job performance in schools. In contrast, Selamat et al. (2013) discovered that secondary school teachers

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in Malaysia's Klang District performed poorly. The best ways to assess teacher performance include evaluations by supervisors, pupil feedback, and academic achievement (Azeem & Omar, 2018).

Relationship between Headteachers' Curriculum leadership and Teachers' performance

Headteacher leadership significantly influences pupil achievement and overall school effectiveness. Wahyuddin (2017) found a strong link between pupil performance, teacher competency, and headteacher leadership. These factors are interrelated, with leadership impacting both teaching quality and academic results. Similarly, Anwer et al. (2018) emphasized that effective leadership fosters discipline among staff and enhances teacher performance, which in turn supports pupil success. Leadership involves guiding, motivating, and influencing others to achieve goals efficiently. Therefore, a headteacher's ability to lead effectively plays a key role in building a disciplined, competent teaching environment that directly contributes to improved academic outcomes for pupils.

Ghana's Educational Challenges Compared with Other Developing Countries

Ghana continues to grapple with significant challenges in providing equitable access to education, particularly in rural and underserved areas. Many schools lack basic infrastructure, including classrooms, electricity, and toilet facilities. Around 25% of schools in Ghana do not have functional toilets, and about 30% are without essential learning materials such as textbooks and digital tools (Trade Adviser, 2023). These issues are not unique to Ghana. Similar infrastructural deficiencies exist in countries like South Sudan and Nigeria, where students often learn in overcrowded classrooms without desks or instructional materials. Poor infrastructure adversely affects school attendance, especially among girls, who are disproportionately impacted by the absence of gender-sensitive sanitation facilities (UNESCO, 2023).

Despite progress in enrolment, Ghana faces a learning crisis. Only 21% of children aged 7–14 demonstrate foundational reading skills, and just 15% have basic numeracy skills (World Bank, 2022). The 2022 National Standardized Test (NST) showed that nearly half of primary school students failed to reach minimum proficiency in English and mathematics (MoE, 2022). Similar patterns are observed in Uganda, Pakistan, and Bangladesh, where many young learners do not meet national learning benchmarks (UNICEF, 2023). A major contributing factor is the uneven distribution of trained teachers. While most teachers in Ghana are trained, rural schools often face acute shortages (Ananga, 2023). This reflects challenges in countries like India, where teacher absenteeism and inadequate in-service training persist (UNESCO, 2022).

Gender inequality remains a major barrier in Ghana's education system. Although female enrolment has improved, socio-cultural norms, early marriage, and financial constraints still limit girls' access to education. In 2021, tertiary education enrolment was higher among males (18.68%) than females (13.53%) (UNESCO Institute for Statistics, 2023). Similar gender disparities are seen in countries like Ethiopia and South Sudan, where domestic responsibilities, early pregnancies, and gender-based violence hinder girls' education (UNICEF, 2022).

Government policies such as the Free Senior High School (FSHS) programmeme and the Ghana Accountability for Learning Outcomes Project (GALOP) have led to increased enrolment and some improvements in learning outcomes. However, resource limitations and weak monitoring systems hinder full implementation (Nyarkoh & Dampson, 2024). These challenges are also present in countries like Kenya and Zambia, where decentralization reforms suffer from poor

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coordination and limited local capacity (Akyeampong et al., 2022).

Technology integration in Ghanaian education is still limited due to internet connectivity issues, a lack of devices, and low digital literacy among teachers. While pilot projects like smart classrooms and e-learning platforms exist, scaling remains difficult (FT, 2023). Similar challenges are seen in Nepal and rural India, where the COVID-19 pandemic exposed digital inequalities (World Bank, 2022). Ghana's educational issues reflect broader trends in developing countries, highlighting the need for systemic reforms, greater investment, and community involvement.

Effect of Headteachers' Curriculum Leadership Practices on Teachers' Performance

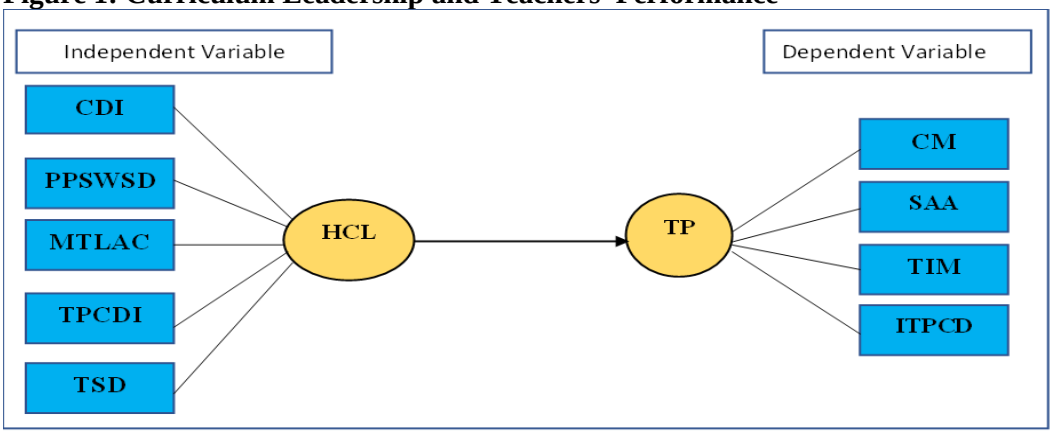
A number of empirical studies (Yang, 2019; Shan & Chen, 2022) support the idea that headteachers' curriculum leadership has a significant impact on teachers' performance. Similarly, Lin and Chen (2018) analysed a three-year professional development programmeme in Taiwan aimed at improving school leaders' CL skills. This initiative, part of Taiwan's curriculum reform, structured training to enhance junior high school leaders' abilities in leading curricular changes. Results suggested that such programmes are crucial in equipping headteachers with the skills needed for effective leadership.

Strong curriculum leadership positively impacts teacher performance (Herminingsih & Supardi, 2017). Studies (Lebi & Anindita, 2018; Yang, 2019) confirm that effective leadership enhances motivation, while weak leadership harms performance. Thus, headteachers' leadership is crucial, requiring professional development and policy support to strengthen their role in improving education quality.

Conceptual Framework

The conceptual framework demonstrates that there is a conceptual link between headteacher curriculum leadership (HCL) and how it influences teacher performance (TP). HCL 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), and classroom management (CM), pupils' academic achievement (SAA), and teachers' instructional management. This model was adapted and modified by (Hallinger & Murphy, 1985; Andrew & Soder, 1987; Whiaker, 1997). The model depicts how curriculum development and instruction relate to the TP and HCL functions mentioned above. Also, showed the relationship between HCL and TP.

Figure 1: Curriculum Leadership and Teachers' Performance



***Source*:** Authors' Own Construct (2025).

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METHODOLOGY

Research Approach and Design

This study used a quantitative research approach. The descriptive survey design was used for the study and deemed appropriate because it assisted in achieving the research objectives. Quantitative approaches are advantageous for studying leadership across diverse settings because they enable the generalisation of results beyond the sample studied (Creswell & Creswell, 2018). Further, quantitative designs, especially experimental and correlational studies, are fundamental in examining causal links in leadership research (Antonakis, et al, 2010). The design also helps in acquiring huge amounts of data that describe a group's trends, views, or opinions by examining a subset of that population. As a result, the researchers gathered data to evaluate the association between headteachers' curricular leadership methods and teachers' performance in public basic schools (Fowler, 2013).

Population of the Study

The research was carried out in Ghana's Central Region, specifically in Awutu-Senya East Municipality (ASEM). The study population consisted of 828 teachers and headteachers in ASEM. The aforesaid population included 787 professional teachers and 41 headteachers who had been in their current positions for at least a year. They were selected from public basic schools in the Municipality's six Education Circuits.

Sample Size and Sampling Technique

The study sampled 401 participants, comprising 41 headteachers selected via census due to their small number (Lavraka, 2008), and 360 teachers chosen from six circuits using proportional stratified sampling to ensure balanced representation. Only professional teachers with at least one year of experience were included, enhancing generalisability. Taro Yamane's (1973) formula for sample size determination was used to calculate the study's minimum sample size. This formula is given as n=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=828/(1+828(0.05)^2)=270. However, 401 teachers and principals were sampled to account for the risk of failing to meet the minimum sample size. According to the estimates, the sample size comprised 48.4% of the overall available population. Three hundred and sixty (360) teachers were sampled for the study. For example, 46 professional teachers (100/787×360) were randomly selected. Random sampling was used to get rid of biases in the sampling process (Sidhu, 2002).

Research Instrument

The study used structured questionnaires to examine headteachers' curriculum leadership practices (HCLP) and teachers' performance (TP). Two sets of questionnaires were employed: one for headteachers and another for teachers. Each questionnaire had two sections—Section A gathered demographic data, while Section B focused on HCLP and TP. The HCLP questionnaire contained 27 items, whereas the TP questionnaire had 34. Responses were recorded on a 5-point Likert scale, ranging from (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree). This Likert-scale approach ensured accuracy and reliability in data collection. The study aimed to analyse the relationship between headteachers' leadership practices and teacher performance using a broad sample of literate respondents.

Validity and Reliability of Instrument

Experts' review of the instrument aligned curriculum leadership and teachers to the study's objectives and the literature review was accurately captured. Test-retest reliability was utilized to establish dependability, and the results were used to calculate the instrument's reliability coefficient using the Cronbach Alpha technique. The overall

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reliability co-efficient obtained after analysing the curriculum leadership practices data from the pre-test of the questionnaire was 0.765 (standardized item alpha); and 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), indicating a reliable instrument.

Data Collection Procedure

Ethical approval was obtained from the University of Education, Winneba (UEW), Ghana and the ASEM Director of Education authorised data collection. The researchers administered questionnaires to consenting respondents face-to-face after explaining the purpose of the study to them. The timely response to questions contributed to a higher response rate.

Data Analysis

The data from research questions one and two were analysed using descriptive statistics (mean and standard deviation). Multiple regression analysis was utilized to investigate how headteachers' curriculum leadership approaches affect teacher performance. The study's results were provided in tables with interpretations and analysed in the context of current research.

Ethical Considerations

The researchers conducting the study received ethical clearance from both the UEW, Ghana and the ASEM Educational Directorate's human resources department. Prior to administering the instruments, respondents provided informed consent. The study addressed anonymity and privacy by asking respondents not to reveal their names and ensuring the confidentiality of their information.

RESULTS

Demographic Data

The demographic data of the respondents examined include gender, age in years, academic qualification and years of experience. Of these, 228 (62.47%) were males and 137 (37.53%) were females. In terms of age range, the highest 206 (56.44%) fall within the 31-40 age bracket. In terms of years of experience, the highest 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. With educational qualification, 208 (56.99%) of them had a bachelor's degree, being the highest. Finally, 9 (2.47%) of the respondents had] a master's degree. Finally, the sample is composed of headteachers and teachers, with 41(11.23%) being headteachers and 324(88.77%) being teachers.

Research Question 1: What are the Curriculum Leadership Practices of Headteachers in Public Basic Schools?

The evaluation of headteachers' performance revealed positive perceptions from teachers across several key areas. Most teachers believe headteachers have significantly improved their understanding of educational concepts and curricula, with a mean score of 4.0 (SD = 0.23). Communication regarding curricular policies was effective, with 54.0% agreeing and 27.5% strongly agreeing (mean = 3.9, SD = 0.75). A high percentage of teachers (86.7%) acknowledged headteachers' familiarity with national curriculum policies. Teachers also felt headteachers assessed them effectively (mean = 4.3, SD = 0.61) and focused on key competencies in curriculum plans (mean = 4.4, SD = 0.71). In terms of planning, 81.5% praised the integration of IT tools (mean = 4.0, SD = 0.73), and 88.6% appreciated professional development support. Positive feedback was also received regarding pupil-centred strategies (mean = 4.1, SD = 0.72) and constructive feedback on curriculum implementation (mean = 4.2, SD =

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0.65). Overall, headteachers' leadership is seen as effective with minimal variation in responses.

Headteachers demonstrate strong leadership in curriculum management, with 93.2% of respondents agreeing they regularly adjust teaching strategies to enhance curriculum implementation (mean = 4.4, SD = 0.78). Additionally, 85.5% affirmed headteachers rigorously evaluate teacher performance to improve curriculum understanding and pupil outcomes (mean = 4.1, SD = 0.83). A significant 89.2% acknowledged headteachers' active role in curriculum leadership and administration (mean = 4.2, SD = 0.59), while 89.8% confirmed their positive impact on teacher performance and professional development (mean = 4.4, SD = 0.82). Headteachers also highly value teacher input in curricular decisions, with a mean score of 4.4 (SD = 0.58). In terms of professional development, 85.5% agreed that headteachers provide tools to foster pupil growth (mean = 4.2, SD = 0.76), and 90.7% highlighted the provision of resources to improve teacher expertise (mean = 4.2, SD = 0.83). Overall, headteachers are praised for efficient planning and equipping teachers with essential curriculum knowledge.

Table 1: Summarised Results of Headteachers' Curriculum Leadership Practices (HCLP)

Curriculum Leadership Practices	Mean	Std.D
Curriculum Development and Instruction	4.2	0.89
Planning and Preparation of Schemes for 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

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

Figure 2: Summary of Headteachers' Curriculum Leadership Practices

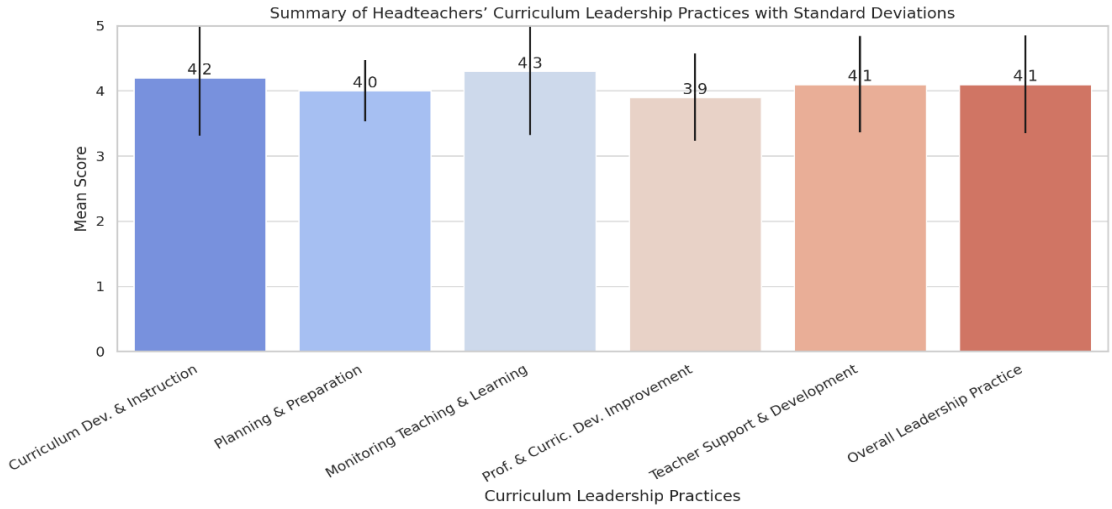

Figure 2 is a bar chart providing a visual summary of headteachers' curriculum leadership practices. Each bar represents the average (mean) effectiveness score of leadership practice, with the vertical lines indicating the standard deviations-highlighting consistency or variability in responses.

Research Question 2: What is the Level of Teachers' Performance in Public Basic Schools?

This study evaluated the performance of teachers in public basic schools within the Awutu-Senya East Municipality, focusing on classroom management, academic achievement, instructional management,

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and professional development. Using descriptive statistics, the results showed that 80.5% of teachers were punctual, effectively managed class time, and maintained discipline, while pupils also exhibited self-discipline. Although a positive learning environment was fostered, managing teaching resources needed improvement. Regarding academics, 70.7% of teachers adhered to the curriculum, with a mean score of 3.7 indicating fair assessments that enhanced pupil understanding. Over half of the headteachers observed improved performance in both classwork and terminal exams, with teachers actively monitoring pupil participation. Positive teacher-pupil relationships, confirmed by 58.5% of respondents, were seen as key to academic success. Teachers gave extra attention to struggling pupils, promoting academic progress.

Overall, the study highlights the importance of teacher involvement in discipline and academics, suggesting areas for improvement in resource management and consistency. The results revealed that teachers were generally effective in managing instructional tasks. Discipline was well-enforced, with a mean score of 3.8. However, only 41.5% felt strong instructional strategies were consistently applied, indicating room for improvement. Teachers adapted lessons to students' needs and planned activities on time. In professional development, headteachers noted positive trends: 80.5% reported regular pupil progress reviews, and 70.7% highlighted teamwork. While teachers were creative in lesson planning (mean score of 3.2), only 43.9% felt they communicated new ideas effectively, suggesting a need for improvement in this area.

Table 2: Summarised Result of Teachers' Performance (TP)

Teachers' Performance	Mean	Std.D
Classroom Management	3.7	0.89
Pupils' 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

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

Figure 3: Teachers' Performance Across Five Categories.

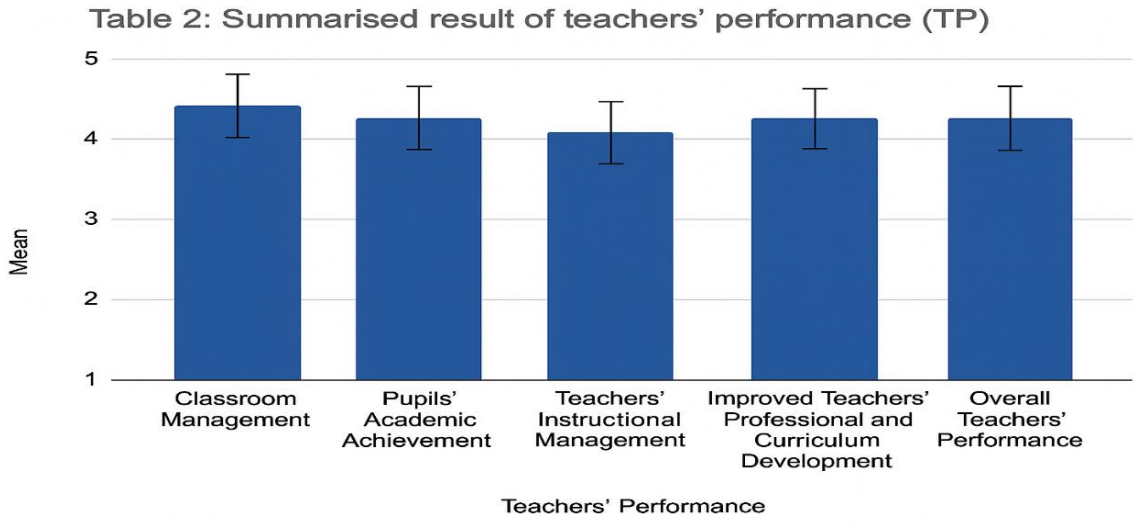

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Figure 3 above is a bar chart summarising the results of teachers' performance across five categories. Each bar represents the mean score for a specific performance area, and the error bars on top indicate the standard deviation, showing the variability in responses. Classroom Management received the highest average score (3.7), indicating strong performance, though it also had relatively high variability (SD = 0.89). Pupils' Academic Achievement followed closely with a mean of 3.6 and the lowest variability (SD = 0.47), suggesting consistent perceptions of effectiveness. Also, Teachers' Instructional Management scored the lowest (3.3) and had the highest variability (SD = 0.98), pointing to mixed experiences in this area. Professional and Curriculum Development and Overall, Teachers' Performance both had a mean of 3.5, indicating moderate strength. Overall, the chart reflects generally positive but varied teacher performance across different domains.

Research Question 3: What is the Effect of Headteachers' Curriculum Leadership Practices on Teachers' Performance in Public Basic Schools?

The study assessed the assumptions for regression analysis by testing data normality and variance equality. The normality test, using Shapiro-Wilk and Kolmogorov-Smirnov tests, yielded p-values greater than 0.05, suggesting a normal distribution and justifying parametric testing. Levene's Test for Equality of Variances, with $F = 0.631$ and $p = 0.233$, confirmed equal variances across groups, allowing further statistical analysis. Pears's Product-Moment Correlation Coefficient was used to examine the relationship between school heads' curriculum leadership strategies and teacher performance. Correlation values range from -1 to +1, and Pearson's coefficient is used for normally distributed data. The results indicated a strong relationship between leadership behaviours and teacher performance, with a summary of these findings presented in Table 3.

Table 3: Pearson's Correlation Matrix

Correlations									
		CDI	**PPSWSD**	**MTLAC**	**TPCDI**	**TSD**	**CM**	**SAA**	**TIM**	**ITPCD**
CDI	Pearson Correlation	1								
	Sig. (2-tailed)									
PPSWD	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		

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Correlations									
		CDI	**PPSWSD**	**MTLAC**	**TPCDI**	**TSD**	**CM**	**SAA**	**TIM**	**ITPCD**
	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	0.00	0.000	0.000	0.000	

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

This study assessed the impact of Headteachers' Curriculum Leadership Practices (HCLPs) on teachers' performance, classroom management, and pupil achievement. Strong positive correlations were found between HCLPs and classroom management, particularly in curriculum development (r=0.765) and staff development (r=0.786). Monitoring teaching and learning also showed a moderate influence (r=0.669). Teacher performance improved through professional development (r=0.789) and support (r=0.730). For pupil achievement, monitoring teaching and learning had the strongest correlation (r=0.869), followed by curriculum design (r=0.765), staff development (r=0.686), and teacher support (r=0.780). Overall, HCLPs significantly contribute to classroom effectiveness and academic success. This study highlights the importance of Headteachers' Curriculum Leadership Practices (HCLPs) in shaping instructional management, curriculum development, teacher support, and classroom performance. Strong correlations were found between curriculum development and instruction (r=0.795), planning/staff development (r=0.755), and monitoring teaching and learning (r=0.769).

HCLPs also positively influence teacher development (r=0.789) and support (r=0.574). These practices contribute to professional growth, with significant relationships between curriculum/instruction and professional development (r=0.865), and monitoring (r=0.769). HCLPs explain 82.4% of classroom management variation, emphasizing their critical role in enhancing educational success through effective leadership and support strategies. The study also demonstrates the significant impact of High-Quality Learning Practices (HCLPs) on both pupil achievement and teachers' instructional management. HCLPs lead to a 20% improvement in pupil performance through curriculum development and instruction, with planning and staff development-boosting achievement by 31%. Monitoring teaching and learning results in a 40% improvement, while teacher support contributes the highest increase at 58%. HCLPs explain 75.8% of the variation in pupil achievement.

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For instructional management, curriculum development and instruction improve management by 31%, while monitoring, staff development, and teacher support increase it by 59%. Overall, HCLPs account for 75.9% of the variation in instructional management. In terms of teacher professional development, curriculum development and instruction yield a 42% improvement, with monitoring adding 45.8%. Teacher support and development have the most significant impact at 53.6%. Overall, HCLPs explain 78.8% of the variation in teacher growth, underscoring their importance in improving educational outcomes.

Table 4: Summary of the Effect of HCLPs on Teachers' Performance

Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.532	0.233		6.575	0.000
HCLPs	0.522	0.112	0.401	4.661	0.000
R-Squared	0.774				
Adjusted R-Squared	0.766				

a. Dependent Variable: Teachers' Performance

According to the above revelations, all of the headteachers' curricular leadership practice indicators had a statistically significant effect on all teacher performance metrics. Table 4 shows that headteachers' curriculum leadership practices significantly affect teacher performance (β=0.522, p-value = 0.000). Changes in headteachers' curricular leadership strategies were likewise shown to account for around 77.4% of the variability in teacher performance (R-Sq.=0.774).

DISCUSSION

With respect to research question one, the aforementioned discussion revealed that teachers in the Awutu-Senya East Municipality gave higher ratings to the curriculum leadership practices of their headteachers, including curriculum development and instruction, planning and preparation of work schemes and staff development, teacher professional development and curriculum development improvement, and teacher support and development. Confirming this, Peretomode (2010) emphasizes that successful curriculum change requires strong leadership and management. Similarly, Quebec and Jimerson (2020) supported these results by stating that school heads significantly influence education quality by observing classes, assessing pupil performance, conducting staff meetings, and assisting with curriculum adjustments. Ngobeni (2011) stresses the importance of understanding effective school leadership to improve pupil achievement. Additionally, Neumerski (2012) argues that academic managers must go beyond administrative duties to focus on curriculum leadership, including planning programmes, enriching pupil learning experiences, and addressing external and internal curriculum influences. And this is backed by the contingency and the relationship theories in the literature.

On research question two, a handful of the municipality's teachers were deemed to have performed brilliantly in terms of classroom management, pupil academic achievement, teachers' instructional management, and boosted teachers' professional and curricular development. Validating this, Dinham (2005) emphasized that outstanding educational outcomes rely heavily on academic leadership, particularly curriculum management. Mattar (2012) discovered that headteachers in high-achieving schools outperformed those in low-performing schools.

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Similarly, Brandon et al. (2018) highlighted that a school's success depends largely on the quality of its headteacher. Shaked (2021) suggested that curriculum directors should focus on ensuring proper curriculum implementation to support teachers in improving performance.

Finally, results from research question three show a strong positive correlation between headteachers' curriculum leadership and teachers' performance, suggesting that improvements in headteachers' roles can lead to better teacher effectiveness. This highlights the critical role of headteachers in ensuring high-quality teaching. Dinham (2005) confirms this, stating that curriculum development is central to academic managers' leadership, which is vital for achieving excellent educational outcomes. Studies consistently emphasize the significant impact of headteachers' curriculum leadership on teacher performance. Strengthening headteachers' role in this area increases the likelihood of enhanced teacher effectiveness. When headteachers move beyond administrative duties and engage more deeply in curriculum leadership, they can foster substantial improvements in teaching, benefiting the entire school community. Brandon et al. (2018) confirm that a school's success largely depends on the quality of its headteacher, and Shaked (2021) advocates for curriculum directors to ensure effective curriculum implementation to support teacher growth. Effective academic managers are essential in maintaining and developing curricula, which makes their professional development key to leadership success (Neumerski, 2012; Nguyen, 2012). Continuous professional development boosts academic managers' competence, confidence, and engagement in curriculum leadership (Darling-Hammond et al., 2009). Those who engage in training programmemes are better equipped to lead successful curriculum practices. In contrast, a lack of training and support can hinder their ability to perform curriculum leadership duties effectively (Nguyen, 2012). To address these challenges, providing underperforming headteachers with professional development opportunities is crucial for improving teacher performance and overall school success.

CONCLUSIONS AND RECOMMENDATIONS

Results show that the majority of headteachers in the schools are dedicated to making sure that the curriculum is followed in order to enhance both teachers' and pupils' performance. Teachers have been effective in classroom management, instructional strategies, and professional development, largely due to headteachers' diligence in public basic schools. A strong working relationship between headteachers and teachers has contributed to pupils' academic success. This is attributed to the goal-oriented and diligent leadership of school heads. However, for curriculum leadership to significantly impact pupil performance, teachers must actively take ownership of the implementation process. Collaboration between headteachers and teachers is crucial for sustained success in education.

The study recommends that the ASEM Education Directorate should secure enough resources for public basic school headteachers in the Municipality in order for them to continue to fulfil their duty as curriculum leaders. School support improvement officers (SISOs) in the municipality should strengthen the monitoring and supervision of schools. Regular managerial training should be given to headteachers to sharpen their curriculum leadership skills. Further, the municipal training officers should equip teachers through relevant training 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. Also, professional learning communities (PLCs) should be enhanced in schools by heads to foster the sharing of best practices and teacher professional development.

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Implications for Policy and Practice

The research adds to the global understanding of headteachers' involvement in curriculum leadership. This study examines the impact of headteachers' curriculum leadership practices on teacher performance; its significance cannot be overstated. The findings of this study are significant as they amplify the necessity for curriculum in addressing education needs, and stress the need for headteachers to be active participants in curriculum roles.

Limitations and Areas for Further Studies

The study was restricted to only headteachers and teachers in public basic schools in ASEM, Ghana; and was also a quantitative approach only. Hence, there is a deficit in the generalisation of the results of this research over all basic schools. Further, research should be performed to predict curriculum leadership practices and teacher performance characteristics in schools, with mixed methods used to collect participants' ideas and feelings in order to enrich data.

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