

## Head Teachers Perceptions on Quality Education

The general belief was that quality education depended on the following:

- Commitment of teachers,
- Teachers school attendance,
- Teachers-time-on-task (i.e. the contact hours of interaction between teachers and pupils),
- Parental support for their wards,
- Accountability and transparency of administrative activities,
- Conflict management,
- Funds available for running the school
- Team building and teamwork in the school (the team in terms of teachers, heads, SMC, PTA and NGO's)



A female head reporting on group discussion

## Lessons learnt!!!

It's important that school heads concentrate more on positive things that happen in their schools rather than the negative ones.

School heads need to take note of the impact leadership has on achieving quality education

The use of ICT is a very important tool for enhancing the quality of education

Motivation is critical in ensuring quality teaching and learning

It is also important to obtain skills for monitoring and appraising staff performance

The support of stakeholders especially parents play an important role in the success of a child's education

### About EdQual!!

*Implementing Quality Education In Low Income Countries* (Edqual) is a project funded by the Department for International Development (DfID).

**Research Institutes:** University of Cape Coast: Institute for Educational Administration & Planning (IEPA). University of Dar-es-Salaam, (Tanzania). University of Bristol and University of Bath, UK.

**Further Enquiries:** The local communications coordinator, EdQual, c/o. IEPA, UCC.  
E-mail: bosu5@yahoo.com



Ghana News Issue 1; November 2007

## Achieving Quality in Education: The Voices of Primary Heads

As part of research activities of the DFID funded project on Educational Quality Implementation, two parallel needs analysis workshops were held in Tamale and Cape Coast. They involved 240 head teachers drawn from 12 districts in six regions: Northern, Upper East, Upper West, Brong Ahafo, Volta and Central regions. Schools involved were located in disadvantaged areas.

The workshops aimed at exploring voices of heads themselves on their vision, roles, challenges and what quality in education really means to them. Main issues that emerged were as follows:



## Vision For the Next Five Years

*Major issues mentioned were;*

- Becoming one of the best in the region in terms of academic and moral education
- Having children who have the capacity to read and understand their books
- Contributing to the improvement of girl- child education (e.g. increasing enrollment and retention)
- Improving teacher quantity and quality
- Ensuring adequate supply of teaching and learning materials to support quality education
- Enhancing supervisory skills of teachers and prefects
- Developing team spirit among staff
- Enhancing school- community relations
- Acquiring ICT facilities and developing skills in ICT
- Enhancing pupil health and safety (e.g. safe drinking water, healthy eating habits etc.)



## Tasks

**T**he head teachers maintained that their major leadership tasks related to supervision, discipline and meeting attendance .

**O**ther tasks included teaching which many of them found very demanding. Teaching duties tended to affect the quality of leadership roles.

## Challenges

### Internal Challenges (School based)

- Unfavorable teaching and learning space, infrastructure and facilities
- Lack of adequate preparation for school leadership tasks
- Inadequate teaching/learning materials
- Heavy work load
- Lack of skills to manage school funds (e.g. capitation grant)
- Unprofessional attitude of some teachers (e.g. lateness, absenteeism, drunkenness etc.)
- Misuse of instructional time (e.g. selling during school hours)
- Failure of some teachers to prepare schemes of work and lesson notes
- Poor staffing (teacher quality and quantity)

### External Challenges

- Negative attitude of GES officials towards head teachers
- Inadequate professional support from circuit supervisors
- Non payment of responsibility allowances

- Late supply of materials e.g. registers, teacher note books, chalk and text books
- School development proposals are either delayed or not approved by GES
- Teacher attrition /transfers of experienced teachers.
- High illiteracy rate of community
- Parents harassing teachers over discipline issues
- Lukewarm attitude of community to school
- Uncooperative attitude of PTA, SMC, and District Assembly
- Apathy of parents and guardians towards school activities such as PTA meetings
- Unfavourable support from Stakeholders
- Interruption of teaching and learning in schools e.g. Market days
- Lack of knowledge on Government policies
- Poor conditions of service.
- Resource personnel are sometimes not available
- Financial problems- Capitation Grant is inadequate to run the school



**Head Teachers at a group work**