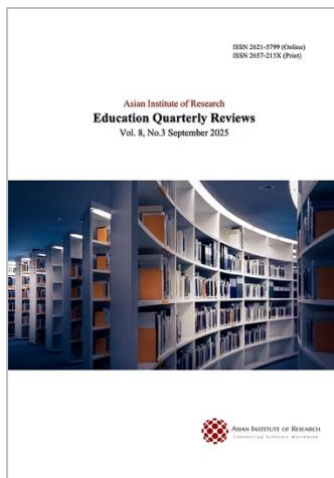




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Leaderships' Role in Quality Assurance Moderating Curriculum Implementation: Perspectives and Preferences of Headteachers and Teachers in Basic schools in Ghana

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Abstract

The purpose of the study was to explore the moderating influence of quality assurance (QA) in curriculum implementation in basic schools in Ghana. Specifically, the study intended to determine strategies used through quality assurance (QA) by school leaders to enhance quality in basic school curriculum implementation. The study employed concurrent mixed-method design to collect data from 260 respondents, selected through stratified and proportional sampling techniques, using interview guides, questionnaires and documentary review. Thematic, descriptive and inferential statistics were used to analyse the data collected. The study reveals that, leaders background characteristics support how quality assurance moderates curriculum implementation, and quality assurance practices within the schools. It also supports leaders in engraving quality assurance culture in schools to support effective implementation of curriculum. It was concluded that leaders in school must have an identity with reference to background information, known quality assurance practices, engraving quality culture, hence it is recommended that leaders of school need orientation to support engraving culture of quality assurance to support effective implementation of curriculum.

Keywords: School Quality Assurance, Curriculum Implementation, Moderating Influence, Engraving Culture, Quality Assurance Standards

1. Introduction

Curriculum implementation is the core function of every training institution. It is a well-organized course of study necessary to achieve the desired performance. A curriculum is a programme of goals in which certain skills, knowledge and attitudes are imparted to learners so as to accomplish a certain level of training. Mulenga (2020) provides a solid foundation for academics seeking both theoretical and practical guidance in understanding the concept of curriculum. He defines curriculum as a carefully selected, planned, integrative, creative, and evaluative set of educational experiences that are consciously or unconsciously offered to students within the control of the school, aiming to achieve specific learning outcomes. This means that delivering quality education to all learners in various educational environments has been recognised as arguably the most challenging yet vital issue globally today, hence quality assurance (QA) becomes crucial in such endeavours. In Ghana, successful curriculum

implementation relies on teachers actively being involved in both the development and implementation of the new curriculum to ensure quality. Their dedication plays a key role in making these changes effective. This is supported by Eshun et al (2022) when they claimed that QA within the education sector can be explained as the systematic review of educational provision to maintain and improve its quality, equity and efficiency, which encompasses self-evaluations, external inspections, teacher and leadership reviews, and student assessments.

Ryan (2015) believed that quality assurance practices could boost educational institutions in achieving excellence. Expanding further, Ryan in a research explored the role of leaders in creating a culture of quality assurance practices and how these practices can flourish in the implementation of curriculum. In support, problems may arise due to cultural differences when the leader implements quality measures that may impact efficiency (Lagrosen, 2003), however creating a standard quality assurance model in the institution is still essential, and the best practices to overcome any irregularities are critical to the leader. This research therefore will focus and explore on the question: how educational leaders support the creation of culture of quality assurance that seeks to moderate curriculum implementation in line with Ryan and Lagrosen espoused in the Ghanaian context where literature is scanty on.

Leaders play crucial role in how QA influences the implementation of curriculum. Ahmad and Ahmed (2023) has it that leaders' personal attributes affect the implementation of quality assurance (QA) mechanisms, Matebe Tafere Gedifew (2023) thinks principals (leaders) significantly impact educational quality in academic planning and teacher support; Burra and Fanuel (2021) emphasise the role of School Quality Assurance Officers (SQAs) in enhancing curriculum implementation in Tanzanian secondary schools. These arguments support Quality assurance ensuring systematic review of educational programmes and processes to maintain and improve their quality, equity and efficiency" (European Commission 2017, p. 2).

While approaches to quality assurance vary according to their purpose and context a number of common elements are evident in the literature. Common features of quality frameworks include quality standards (also referred to as quality indicators, evaluation criteria, and statements of effective practice), internal evaluation and improvement process; data gathering tools; resources to support improvement and an external evaluation mechanism (OECD 2013). Hence in the implementation of curriculum, QA needs critical consideration for effectiveness. Stakeholder involvement in the curriculum development, clearly outlining vision and purpose, authenticity of content, logical sequencing of content, comprehensiveness of content, inclusion of directions for teaching and opportunities for review and refinement are issues QA becomes important to ensure quality. Quality assurance (QA) has significantly influenced curriculum implementation worldwide by promoting accountability, consistency, and continuous improvement in educational systems. *Leonard et al (2021) believe how QA mechanisms have mediated curriculum implementation across various regions.* The initiative highlighted the importance of stakeholder engagement in identifying enablers and barriers to curriculum delivery, fostering a culture of continuous improvement. The Tanzania case (Burra & Faneil, 2021) aims to enhance quality assurance mechanisms through internal inspecting documentation feedback and shape how curricula are enacted. In Kenya, (Otieno, 2016), QA include regular school visits, conducting seminars, and providing advisory services. Studies have also shown that QA' involvement positively influences students' academic performance by ensuring adherence to curriculum standards and enhancing teaching practices. In Saudi Arabia (Abdulah, 2016) and the UAE, (Oerlemans et al, 2023) saw cross-cultural collaborations have been pivotal in curriculum development for higher education. These collaborations have focused on aligning curricula with employability and entrepreneurship goals, ensuring that QA frameworks are adapted to local contexts while maintaining international standards. All these attempts are usually found in secondary or higher education institutions hence this study is focused on the case in basic schools in Ghana.

2. The Problem Statement

With the onset of the implementation of the standards-based curriculum in the Ghanaian basic schools, various attempt that include PLCs, have been provided to support quality of teaching and learning. This is because there is the need for quality of delivery in how teachers, volunteers, or staff deliver programmes. (Mihalic et al, 2004)

claimed, this might be difficult to guarantee the delivery of high-quality programmes due to number of reasons such as institution's inadequate resources and support, students' lack of desire and program's complexity leading to the implementation of low-quality programmes (Kayyali, 2023). In support, Nevenglosky et al. (2019), in the quest to identify barriers preventing full implementation, affirm the notion that teachers modify both the prescribed content and methods of curricula they teach, weakening their effects. Further, meaningful curriculum change, on the other hand, challenges stakeholders' cultural beliefs and compels critical engagement with educational administrators', school leaders', and teachers' professional beliefs and values. In order to guarantee quality, QA is essential, since it entails putting in place robust procedures and frameworks that maintain and raise the standard of instruction provided by establishments (Kayyali, 2023).

It is unknown if the lack of a common culture of quality assurance practices within schools where leaders see to adhere to the QA tenets in the implementation process has any functioning curriculum implementation cultural setting that the leadership team should formed. In Ghana, the effective implementation of curriculum depends significantly on the support structures and leadership within schools. Headteachers or school leaders play an indispensable role in translating curriculum intent into actionable classroom practices (Mensah et al, 2025; Boateng, 2012; KITUR, 2021). Their leadership influences resource allocation, teacher collaboration, and professional development, all of which are pivotal for successful curriculum implementation. In addition, headteachers are positioned as key actors in shaping the institutional culture that sustains reforms making their role both strategic and operational in nature (Donkoh et al., 2021; Abedi & Ametepey, 2024). in view of this, if new staff members are not oriented on the practices and standards of the institution when they join the staff, there is inconsistency in decision-making, and guiding policies therein. From the foregoing there appears to be a disconnect between QA and curriculum implementation, the purpose of the study therefore was to explore leadership/headmaster's role in how quality assurance moderates curriculum implementation at the basic schools in Ghana. This will attempt to resolve issues of conflicts in roles and responsibilities based on teachers' experiences with the quality assurance practices that are being used internally. A systematic analysis of challenges facing leaders for effective realisation of the implementation of curriculum process and the corresponding mitigation measures to alleviate their impacts through QA will be investigated and will be appropriate, hence the study.

3. Conceptual framework

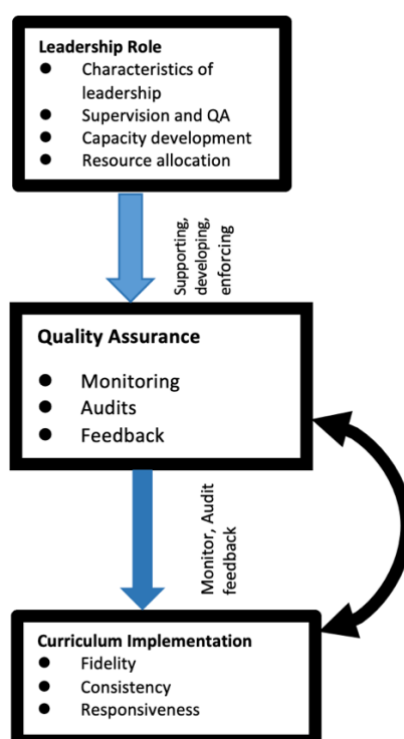


Figure 1: Conceptual Framework for the study

Fig. 1 outlines the conceptual framework surrounding this research and includes the use of leadership roles in creating an expected QA culture in the institution to enhance curriculum implementation. This research focuses on the leader's role in creating an environment that stimulates change and a sustainable educational environment. Lakhera and Kumar (2020) believe that current leaders should have the ability, knowledge, and skills to effectively manage the challenges they face in a dynamic environment. For leadership in creating a quality culture and improving the perceived value of the institution. Onugu (2009) cited by Lawrence 2025 states that school inspectorate currently termed as quality experts is a key component of overseeing, managing, monitoring and controlling education system and curriculum implementation. From Fig 1, Leaders develop, support, and enforce QA systems and ensure that QA is active, continuous, and aligned with institutional goals.

On the part of QA processes (e.g., monitoring, audits, feedback) do not directly change the curriculum or its implementation but influence the strength and effectiveness of implementation, leadership thus enhances how QA moderates implementation by ensuring that QA supports implementation fidelity, consistency, and responsiveness.

4. Literature uptake

4.1. The role of leadership

Bendermacher *et al.* (2017) believe that quality management in education supports, assures, develops, enhances, and monitors the quality of teaching and learning. The role of the leader must be straightforward and communicated to the staff members for the leader to be effective. Lawrence (2025) citing Rosowsky and Hallman (2020) agrees that institutions need to be able to effectively communicate how the culture of QA policies and culture are, and give a clear understanding of who they are and what they stand for. This supports the perspectives about their roles in leadership and their shared understanding of how leaders' integration of diverse perspectives with stakeholders' innovation and creative potentials (Van Knippenberg, 2017). However, the support leaders can directly interact with their team, can influence how they approach colleagues from diverse backgrounds. Leaders can be proactive and considerate in guiding their staff to create a structural framework to manage diversity and target the inclusion of all to improve the institution (Nishii *et al.*, 2018; Van Knippenberg *et al.*, 2020).

4.2. Quality assurance in Basic Schools

QA has been explained variously. (Ariani, 2003) is of the view that QA is the whole plan and systematic actions that are important to provide the confidence used to satisfy certain needs of quality. These needs, it is believed, are a reflection of what needs to be achieved, maintained, and improved so that it becomes quality service and this rests on the leader of the institution to ensure that quality requirements have been met

Alzafari and Ursin (2019) in terms of education describe QA as a systemic and integrated activity by educational units or programs, organizers of educational units or programs, in support of what Permendiknas (2009) espoused. This means QA is all planned and systematic actions that are implemented and demonstrated to provide sufficient confidence that the resulting product will satisfy the needs of practitioners (Prakash, 2018).

In Ghana, QA in basic schools is structured through a multi-tiered system involving national policy, regional supervision, district-level management, and school-based practices. This structure ensures that education delivery meets national standards and promotes continuous improvement. At the apex, the Ministry of Education (MoE) provides policy direction, strategic frameworks, and guidelines for quality assurance in basic education. The Ghana Education Service (GES), under the MoE, implements QA policies and coordinates with its sub-agencies to supervise schools. MoE (2020) developed the Education Strategic Plan (ESP) 2018–2030, which outlines quality improvement as a core objective, emphasizing teacher professional development, curriculum review, learning assessments, and school inspections. Involved with the activities are: National Inspectorate Body: National Schools Inspectorate Authority (NaSIA), National Schools Inspectorate Authority (NaSIA) responsible for inspecting pre-tertiary schools, including basic schools, to assess performance, compliance with standards, and

effectiveness of teaching and learning processes, district level supervision the municipal/district education directorates at the GES, circuit supervisors play a supervisory role by monitoring schools, supporting headteachers, and ensuring implementation of national QA policies through school improvement planning (SIP) and School Performance Improvement Framework (SPIF) as well as School-Based Quality Assurance Practices where Headteacher through supervision and performance monitoring. There is also stakeholder engagement (PTAs, SMCs, community) and continuous Professional Development (CPD) for teachers. In conclusion QA in Ghana's basic schools is structured from national to school level, with collaboration among MoE, NaSIA, GES, District Directorates, and schools. This multilayered approach fosters accountability, policy alignment, performance monitoring, and continuous improvement.

4.3. Curriculum Implementation and the Roles Played by Leaders Across the Globe and in Ghana

Curriculum implementation refers to the actualization of the planned curriculum in schools, involving the translation of curriculum content into classroom activities and learning outcomes. Globally and in Ghana, the success of curriculum implementation heavily relies on the leadership and support systems embedded within education systems. Fullan, 2007 reports that leadership provides vision and direction where school leaders globally play a central role in interpreting national curriculum policies and ensuring that teachers are equipped to deliver content effectively. He continued that leaders ensure alignment between teaching practices and curriculum goals. In another aspect, capacity building is crucial and leaders need to facilitate professional development to build teacher capacity for effective curriculum delivery using their prior involvement in school activities. For example, in Finland and Singapore, leaders invest significantly in continuous teacher learning (Darling-Hammond et al., 2017). In terms of Monitoring and Evaluation, as stated by Sahlberg, 2011, countries like Canada and Australia, the principals and curriculum coordinators supervise teaching and evaluate how well curricular goals are being met. Leaders as well ensure the creation of collaborative culture based on their prior experiences, where effective leaders encourage teamwork among staff, especially nurturing Professional Learning Communities (PLCs) that support reflective teaching and shared responsibility (Hargreaves & Fullan, 2012).

With curriculum implementation and leadership roles in Ghana, curriculum implementation follows a centralized model led by the Ministry of Education (MoE) and the Ghana Education Service (GES), with support from various stakeholders at the school level. Within this frame there is policy direction and curriculum design where the MoE and the National Council for Curriculum and Assessment (NaCCA) are responsible for curriculum design and guidelines, while heads of schools interpret and implement these at the school level (MoE, 2020). There is also instructional leadership where headteachers and circuit supervisors provide instructional leadership, ensuring teachers understand the curriculum content, apply appropriate pedagogy, and assess learners effectively (Dampson, Armah, & Anthony-Krueger, 2018). On supervision and quality assurance, school leaders work with District Education Directorates to monitor and support curriculum delivery. According to Eshun et al. (2022), effective supervision practices have a direct influence on curriculum implementation quality. Leadership is also seen in capacity development. Leaders facilitate teacher training workshops organized by GES and NGOs to align instructional practices with curriculum reforms (Tafere, 2023). In resource allocation and motivation, heads ensure the provision of teaching and learning materials and promote teacher motivation, which significantly affects curriculum delivery (Chapman & Hadfield, 2010).

4.4. Constructive Alignment

Constructive Alignment (CA) is the theoretical frame supporting this study, The concept developed by John Biggs (1996, 2003), is a pedagogical model where learning outcomes, teaching/learning activities, and assessment tasks are aligned to ensure effective learning. It offers a powerful framework to support the role of educational leaders in quality assurance (QA) and curriculum implementation. CA supports clarity of learning, hence in curriculum implementation, one needs to start with well-defined Intended Learning Outcomes (ILOs). Here Leaders can ensure that Curriculum objectives are clear, measurable, and aligned with national or institutional standards, Teachers design lessons and assessments that reflect these goals, QA policies review whether actual practices reflect intended outcomes. In support Biggs (2003) emphasizes that alignment helps ensure coherence and transparency, which leaders can use to guide curriculum reviews. In addition there is educational leadership

support for curriculum coherence, which is about aligning policy, practice, and pedagogy across the school with the aim of developing a framework to standardize curriculum delivery and promote equity in learning experiences. There is also the conduct of QA audits to see if teaching strategies and assessments are aligned with learning goals.

Further, according to Nevenglosky, Cale, & Aguilar (2019), effective instructional leadership involves aligning instructional practices with student achievement targets which is core to CA, where there is a need for professional development and capacity building. In doing so leaders use CA to identify, gaps between expected and actual teaching practices, needs for training teachers on outcome-based teaching and assessment design, structures for peer reviews, lesson observations, and QA mechanisms tied to alignment. In conclusion, Chapman & Hadfield (2010) highlight how leadership fosters learning cultures that align teaching practices with institutional goals.

CA model supports Evidence-Based QA where leaders monitor the effectiveness of curriculum implementation by aligning QA indicators (such as lesson quality, assessment validity, feedback systems) to the learning outcomes. This shows that QA processes are formative, not just evaluative as espoused by Eshun et al. (2022) who found that Ghanaian school leaders who adopted an alignment-based QA system improved curriculum delivery outcomes. In effect, CA provides leaders with real-time data for decision-making, supports data-informed QA processes and is responsive to learner needs where Biggs & Tang (2011) argue that aligned assessments guide both student learning and teacher development, which leaders can use for strategic QA by creating a culture to support the activities.

5. Purpose

The research sought to answer the question, how do educational leaders create a culture of quality assurance practice and standards in the implementation of curriculum to improve the perceived value of the institution?

Research Questions

RQ1: To what extent do leaders/headteachers' backgrounds influence the quality assurance practices in basic schools in Ghana?

RQ2: How can a known quality assurance practices for basic school leaders in Ghana contribute to the implementation of curriculum?

RQ3: How can basic education leaders engrave a culture of quality assurance practices in implementing curriculum in basic schools in Ghana?

6. Methods

6.1. Research Approach and Design

The views of the participants that hinges on pragmatic worldview underpin the study and the approach as this view arises out of actions and consequences, which aligns with a mixed-method research approach (Creswell, 2018). The population comprises 18037 teachers, (both headteachers and classroom teachers), in schools in the Eastern region that were randomly selected. The sample size included 260 participants, selected by using Krejcie and Morgan (1970) formula, comprising 230 teachers and 30 headteachers. They are also representatives of the varying leadership roles that exist. Stratified and Proportional random sampling techniques were used in this research to include the most appropriate participants in the study's specific context (Johnson et al., 2020). Majority of these persons were identified through referrals. Information was collected using interviews, questionnaires and document review. These tools provided deep research to support the conceptual framework.

6.2. Development of research instruments

Data for the study were collected through the following.

1. Online questionnaire
2. Semi-structured interview guides for the heads and some teachers from the selected schools
3. Document-meeting minutes

The questionnaire was self-constructed based on the research questions of the study. The sections included biographic data, known quality assurance practices for basic school leaders, culture of quality assurance practices in implementing curriculum in basic schools in Ghana. Items were structured using a 5-point likert scale using Google form for online administration. The questionnaire went through various validation processes including submission of feedback from reviewers. A pilot test was conducted with selected teachers in the district not used for the study to check consistency of response and the internet connectivity issues.

Similar approach was adopted to develop semi-structured interview guides in line with the research questions of the study. Two guides were developed for teachers and headteachers selected for the study. This was done to capture diverse roles and responsibilities undertaken in the implementation of curriculum. As part of the validation process, teachers and headteachers who were not part of the study examined the interview guides and made significant input, which was used to refine each guide. This was done to ascertain the dependability of the responses

6.3. Fieldwork

Following the development of the instruments, the questionnaire was administered online via a bulk messaging system after contacts were solicited from the district office. A consent form was sent to the participants through messages to indicate their readiness to participate in the study, which participants read and consented to before participating in the study. A total of ten calendar days were used to collect data. There were few challenges, including transportation across the districts, access to some key informants due to busy schedules.

As the researcher I was intricately involved in the research process, which may introduce bias, strategies, and ethical issues experienced in the data collection process (Locke et al., 2013). Bias was alleviated with reflexivity in formulating questions to ensure participants are guided to share their experiences especially with the interviews. Triangulation, respondent checks, and data cleaning were used in the data collection process to alleviate the bias in the research. The respondents were guided during the interviews in a particular direction to avoid sidetracking as well as to position myself as an outsider researcher.

6.4. Data processing and analysis

The analysis followed a step-by-step approach to effectively analyze the vast amount of data collected to ensure the process was efficient and detailed, as posited by Cresswell (2018) who views that the process of data analysis requires sequential steps that allow the researcher to move from specific to general analysis. Ethical conduct was maintained to protect the respondents' rights and the profession of teachers' integrity. Approval was sought from the regional and district offices of GES to carry out the studies in the region and districts. Once consent was given, a formal letter was sent to the selected participants through the bulk messages requesting their consent to be part of the study as well as permission to conduct the research on their premises and use of relevant, meeting minutes, records. The questionnaire responses were downloaded from Google forms into MS Excel sheet and transported to SPSS software as a quantitative data file. The data were then cleaned, computed, re-coded and explored to remove incomplete and missing values. To address the research questions, the data were analysed using percentages, flow and pie charts to examine background influence on the quality assurance tenets of the role of the headteachers in the implementation of the curriculum. Further analysis using Chi-Square analysis was done to ascertain any significant differences in observed perception of the roles of the leaders and those characteristics expected of them during the implementation using QA tenets.

For the qualitative data analysis, the audio recordings of interviews were transcribed using F4 software. The transcribed data were uploaded into Taguette (a qualitative analysis software) for coding and the generation of themes for analysis.

6.5. Limitations

This research was limited by the following:

1. Access to some research participants was limited due to busy schedules and work-related engagements outside their locations that made them unable to avail themselves for interviews within the period for data collection. To resolve these challenges, efforts were made to find other alternatives to meet them for interviews. However, these challenges did not significantly influence the entire data collection process.
2. Response to the online questionnaire survey was low, possibly due to challenges with internet coverage. This necessitated the sending of a reminder message (with the questionnaire) to the target responses in order to get the required sample responses for the analysis.

7. Results

7.1. RQ1: To what extent do leaders/headteachers' backgrounds influence the quality assurance practices in basic schools in Ghana?

From the analysis of emerging data, the leadership background that influences how QA moderates curriculum implementation is explained in a cyclical manner with some parallel activities. The five-step explanation begins with interpretation of policy regarding curriculum implementation and ends with eagerness to participate in any review, as shown in Figure 1. Responses from the data indicate that leaders from the selected schools use such processes.

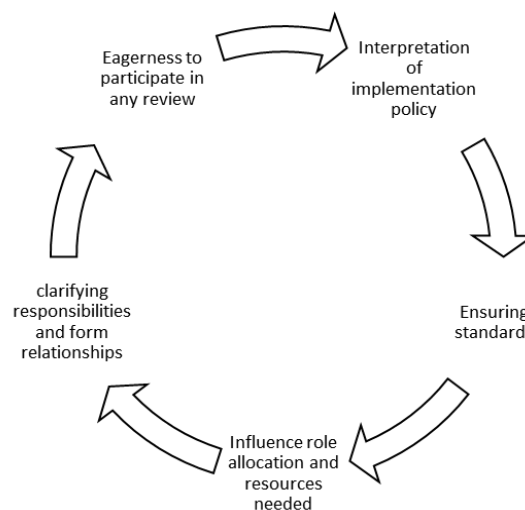


Figure 1: Headteachers' background influence on QA moderating Curriculum implementation

7.1.1. Interpretation of implementation policy

Although other activities happen prior or parallel with the what the respondents believed to take place in reference to the implementation process, headteachers who normally lead the implementation process need to interpret what the process will be about, hence orientation session for the staff is organised. One respondent describes the stage this way:

Prior to the official start to implement what the policy says the headteacher gives an orientation on what is to be done. Then the teachers also request for interpretation on issues teachers do not understand so they will be aware on what to do. (Htr #2)

Other respondents corroborated this claim in these statements:

Initial meeting are held for briefing on the intended implementation by headteachers. (Htr#4)

Yes, because erm when it's getting to time, we inform the teachers of an impending meeting. Then, when it's time we inform teachers on the meeting. So it's not something like it's kept in the dark or unless you don't... (Htr#6)

Checks on the meeting minutes corroborated these statements. Usually, when the meeting is scheduled teachers are informed and the agenda given. However, some of the headteachers complained about the enormous nature of their work to include such meetings. For example, a headteacher in school C had this to say:

I thought it was the duty of the headquarters to organise such meetings so I didn't know until the last minute when I was asked to brief teachers to do for am meeting. I don't know whether to invite any of the officials from the headquarters or not, but finally one of my colleagues in another explained it to me. (ht6).

The survey data with the teachers corroborated these statements. In fact, when the teachers were asked to rate the adequacy of the orientation, their responses were almost split, with a significant 55.0% expressing dissatisfaction, as seen in Figure 2.

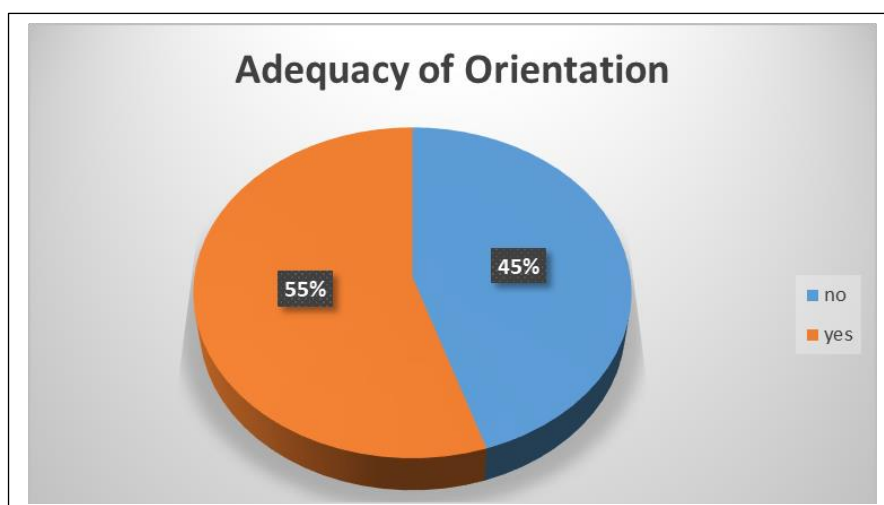


Figure 2: Teachers' perception of the adequacy of Orientation

Source: Fieldwork (2025)

7.1.2. Ensuring Standards

After the orientation, ensuring standards was another issue that came out of the data. Respondents came out to talk about it.

Implementation policy comes with standards that need to be used, hence I need to let my teachers adhere to such standards (Htr#11)

There some pedagogical issues hence I make sure teachers go by such issues. One cannot do what he/she likes (Htr#15)

Lesson preparation, ;\lesson delivery are hallmarks of every teacher hence I ensure teachers do what is required (Htr#25)

These remarks are collaborated by the survey data as found in Figure 3

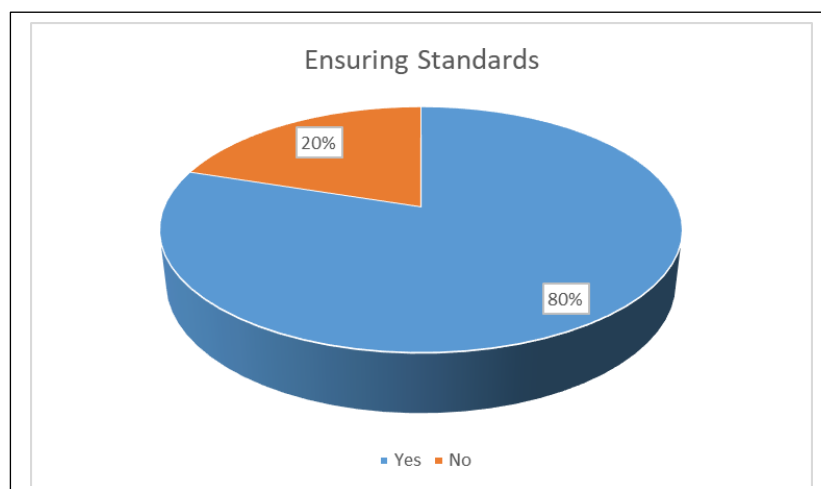


Figure 3: Perception of teachers on how standards are ensured.

Source: Fieldwork (2025)

From Figure 3, the majority of the teachers felt that ensuring standards are necessary

7.1.3. Clarifying responsibilities and collaboration

Headteachers, at times, engage experts and consultants to support them in assigning responsibilities. The use of such officials enables selecting competent ones to support with the selection. One headteacher had this to say:

Specific teachers are given the responsibility to work on specific subjects depending on the teacher's background information. Experts in the specific subjects are invited to help in a collaborative way to prevent favoritism as teachers lament a lot (Htr#12).

Due to these unpleasant experiences, the headteachers engage expert(s) to peruse the background information of all teachers to do the allocation of responsibilities especially heads of department. However, some of the headteachers still make decisions on selecting lead curriculum experts. Besides, the headteachers follow a structured procedure related to appointment. A headteacher described the process in detail:

We now have a clearly defined way of appointing subject leaders in collaboration with subject experts from the district offices. (Htr#23)

The other theme that focuses on the eagerness to participate in any review resonates with what Lawrence (2025) thinks is one of the background information that a leader needs to possess. The participants believed that such background is crucial during curriculum implementation. Headteacher participants #7 and teacher participant #9 stated clearly that leaders “were eager to participate in any review that would address the quality assurance issues” and “as for my headteacher he has the skill to review any information to suit our environment in any implementation” respectively. Similarly, headteacher #2 thinks “reviewing but not changing meaning of any rule or document in relation to curriculum implementation has been my way of supporting the implementer”

Participants believe school’s leadership must use the various background possessed which is supported by Bendermacher *et al.* (2017) and Lawrence (2025) research findings. Additionally (Adams and Velarde’s 2021; Lawrence, 2025) studies showed that school leaders play a critical role in creating an environment with shared core values that guide the institution’s vision when leaders are eager to participate in any implementation of curriculum process.

7.1.4. Perception of headteachers and teachers on the role in adherence to QA in curriculum implementation

Table 2: Perceptions of respondents on headteachers role in adherence to QA in the implementation of curriculum

Variable	Category	Perceptions of respondents on the adherence of QA in implementation of curriculum				Chi-Square test statistics
		Disagree	Not Sure	Agree	Total	
Teachers	Headteachers	3(10.0%)	7(23.3%)	20(66.7%)	30(100%)	$\chi^2 = 47.654$ df=2, p<.001
	Classroom teachers	21(10.2%)	39(16.9%)	170(73.6%)	230(100%)	
	Total	24(9.23%)	46(17.69%)	190(73.07%)	260(100%)	

Source: Fieldwork (2025)

As shown in Table 2, the respondents have varied perceptions about how QA moderates curriculum implementation. As many as 73.6% and 67% of the teachers and headteacher respondents, respectively, agreed with adhering to QA tenets in curriculum implementation. The difference was significant ($\chi^2 = 47.654$, df=2, p<.001), indicating that the role of headteachers perceived ensuring QA in curriculum implementation as crucial.

Interview data appeared to suggest that the headteacher's role in ensuring that QA needs to be used to moderate curriculum implementation was crucial. Respondents had this to say:

Ok for me from where I am sitting I need to ensure that quality is ensured in implementing whatever curriculum entails under whatever risk I find myself. (Htr#18)

The challenges were plenty. I, for instance, by then I was not sure of my capabilities, however with continuous practicing and support from my headteacher, I now know what to do to ensure quality is achieved in implementing any curriculum. (Tr# 5)

I had a challenge of not knowing the exact strategy to use to teach a particular issue in the new curriculum, but with support from the headteacher I was able to overcome the challenge hence headteachers have a role to play to ensure quality in the implementation of any curriculum. (Tr#7)

The experiences of headteachers and teachers portray issues of the role headteachers need to play to ensure quality in implementing any curriculum. These comments from the headteacher and teachers seem to suggest that they found issues with the role of the leaders in implementing the curriculum very necessary.

In conclusion, per the cyclical nature of the leader's background, opportunities exist after each cycle to evaluate the headteacher's background and make the necessary adjustments. It is this mechanism that the role of leaders is made more purposeful to make it have better experiences.

7.2. RQ2: How can a known quality assurance practices for basic school leaders contribute to the implementation of curriculum?

Two themes that were significant of the known quality assurance practices were; use of previous relevant knowledge and the passion for reviewing policy during implementation of curriculum.

Use of previous relevant knowledge (RPK) of monitoring evaluation of PLCs

As regards the use RPK from PLCs the following were some of the responses:

During my participation in PLCs, I saw that there were many issues like being able to collaborate with my colleague teachers to ensure quality in some pedagogical skills, ..collaboration with colleagues understanding my leadership skills and many more has given me the know-how when leading my teachers. (Htr#9)

During our PLCs interactions my headteacher showed some transformational skills and this has given me and my other colleagues that in trying to address some challenges to ensuring quality in implementation of the new curriculum, I saw the headteacher exhibiting such skills. To me the quality of skills exhibited by my head is from our PLC meeting and this is making him play good role. (Tr#2)

Corroborating these claims, Tr1 who has been part of PLC said the headteacher is using his previous knowledge to alert us when we go wrong on some issues

7.2.1. Passion for reviewing policy on implementation

There were claims and counterclaims about how the headteachers role was very key in the study. Some of the respondents felt that what is being exhibited as role of the headteacher was what the policy demands from heads with regards to QA in practical terms while others felt that, because they were not given any guideline on the role of headteachers regarding QA moderating curriculum implementation, as there was no link. Here are some excerpts:

We need someone to lead us as prescribed by the implementation document to ensure that everything is done according to the required. If you look at the entire document, all these areas have a direct bearing on our curriculum. The methodology, and the application aspects of whatever the assessment tools are all given hence it was for us to go through it. (Htr# 6)

There is a connection, you know we are also looking at how effective we go by effective implementation and the standard required, we need directions from an experienced one. (Htr#1)

As for the implementation, it is about professional attitude from we the teachers, but I am of the view that we need someone with requisite skills like the headteacher (Tr#8)

We are always told to follow what comes with the document for implementation (Tr# 4).

It will be observed that respondents here were all teacher educators who alluded to the relatedness of implementing any curriculum. However, some other respondents shared divergent views on the linkage between the QA and the implementing curriculum. Their main concerns had to do with the standards required by QA:

We need to know more about the QA standards. For instance, what are the standard teaching skills for a particular subject like maths and English. Per each subject, , there is no specific way to teach it, it all depends on the teachers' skills. So, imagine a teacher teaching home econs, do you expect that teacher to use the skills that me a maths teacher to use, No. (Tr# 2)

In all what we do, it is the leader whose characteristics can support what we do. I am saying if teachers have challenges they should consult their heads period. . (Tr#3)

As for me I would not have a problem with the essential skills because it is basically education. But looking at the implementation quality skill is very much needed.
(Tr# 9)

While the respondents agreed to ensuring quality, they had reservations about the role of headteachers against ensuring quality. However, in a rebuttal, a headteacher downplayed the thinking of the teachers by saying:

Some teachers don't even attend meetings and orientation programmes, hence the head should always be there directing and ensuring quality. (Htr #11)

In sum, respondents expressed satisfaction with the role leaders play in ensuring quality. Respondents believed leadership role cannot be taken for granted and ought to be given the needed attention.

7.3. RQ3: How can basic education leaders engrave culture of quality assurance practices in implementing curriculum in basic schools in Ghana?

Table 3: Headteachers' and Teachers' perceptions on leadership roles to engrave a culture of QA practices in implementing the curriculum

S/N	Statement: Headteachers.....	Headteachers (#,%)		Teachers (#,%)	
		Agree	Disagree	Agree	Disagree
1.	develop ethos of domain in quality culture based on values beliefs and expectations towards quality implementation of curriculum	30(100)	0(0)	120(92)	10(8)
2.	organize and support continuous professional development programs toward curriculum implementation.	30(100)	0(0)	115(88)	15(12)
3.	are responsible for ensuring that teachers adhere to educational standards and policies curriculum implementation.	28(93)	2(7)	120(92)	10(8)
4.	ensures fostering collaborative decision-making. .	25(83)	5(17)	126(97)	4(3)
5.	identifying and allocating resources necessary for curriculum implementation	30(100)		110(85)	20(15)

Source: Fieldwork (2025)

As shown in Table 3, perceptions of respondents on ethos of domain in quality culture based on values beliefs and expectation towards quality implementation of curriculum, facilitating professional development, ensuring compliance with QA standards in education, stakeholder engagement and communication and resource allocation and support had most positive perceptions on how leaders can engrave QA culture in schools towards the implementation of curriculum. Both headteachers and teachers rated the perception between 100% to 83% for headteachers and 97% to 88% for teachers. The process of release of results was highest with 83% considering it favourable. This statistic corroborates narratives shared earlier about the background skills of headteachers in research question one. It is important that the issues of the engraving culture of QA are highlighted for the attention of QA moderating curriculum implementation.

8. Discussions

8.1. To what extent do leaders/headteachers' backgrounds influence the quality assurance practices in basic schools in Ghana

The five themes that came out for RQ1 showed how the participants believed were the characteristics of the leaders that support QA moderating the implementing of the curriculum. These qualities were what could support QA moderate curriculum implementation in Ghanaian basic schools. These supported the findings from Dogan, Pringle & Mesa (2016) who believed that with leadership support and strengthening QA practices, teachers improve curriculum implementation via shared standards, collaborative planning, and evidence-based teaching. Further in Hairon & Dimmock (2012) study the critical role of school leaders in facilitating teacher development and ensuring accountability and instructional quality. This suggests that QA moderates curriculum implementation when leaders enforce accountability, support innovation, and align teaching with expected goals. In doing so a common culture is developed, and this is supported by Vilcea's (2014) and Stacy Ann (2025) research, where common culture in an institution comprises staff commitment, shared values, and a structural framework. With standard QA influences curriculum reforms.

8.2. How can a known quality assurance practices for basic school leaders contribute to the implementation of the curriculum?

The participants' responses, outlined from the responses coded and patterned ensured the use of previous relevant knowledge(RPK) and the passion for reviewing policy during implementation of the curriculum. These themes reflected the need to use RPK and passion for reviewing policies as standard in quality assurance which could result in efficient basic schools in Ghana. The findings aligned with what Lawrence (2025) emphasis what Fullan (2015) has claimed as the importance of using previous educational reforms and contextual knowledge in change process(es). He further argues that successful curriculum implementation requires reflective leadership and the ability to review and adapt policies based on prior lessons, where QA provides a system for revisiting and refining policies using lessons from practice implementations. This will support leadership to ensure that the feedback from QA is translated into policy improvements. Again McLaughlin & Talbert (2006) highlight how school leaders use institutional memory, accumulated knowledge from past policies and practices, to inform current curriculum implementation. Their passion for ongoing review and adjustment of policies aligns with QA principles. It is in line with Chapman & Hadfield (2010) study where effective leaders draw on past initiatives and policy insights to guide present reforms. They argue that such leaders are often passionate about using this experience to challenge and refine existing policies during implementation phases.

8.3. How can basic education leaders engrave culture of quality assurance practices in implementing curriculum in basic schools in Ghana?

The themes from the responses to research question three are about leaders fostering QA culture to support curriculum implementation. The dominant issues include ethos of domain in quality culture based on values beliefs and expectations towards quality implementation of curriculum (Lawrence, 2025), facilitating professional development where educational leaders organize and support continuous professional development programs, enhancing teachers' competencies and ensuring effective curriculum delivery. As another support for the study leaders need to identify gaps in teacher competencies and organize workshops and in-service training aligned with quality assurance indicators as posited by (Hairon, & Dimmock, (2012). This aligns with the Ministry of Education (MOE) & Ghana Education Service (GES) during curriculum rollout (GES, 2019), where the results support ensuring compliance with educational standards (MOE, 2020).

In the foregoing in the buildup culture, leaders must be responsible for ensuring that schools adhere to national educational standards and policies, they need conduct regular evaluations and audits to verify that curriculum implementation meets the required benchmarks, fostering consistency and excellence across educational institutions. Leaders ensure that curriculum implementation aligns with national quality assurance standards, through internal audits and self-assessments. Developing school culture will support leaders play a crucial role in identifying and allocating resources necessary for curriculum implementation as espoused by Dampson, et al (2018)

9. Conclusions

The results revealed that leaders within the basic schools in Ghana must have an identity such that his/her background, known QA practices and being able to engrave culture in the schools can undoubtedly contribute to how QA moderates curriculum implementation. A model of quality to improve efficiency and effectiveness depends on the role the leader positions him/herself to ensure effective implementation of curriculum with QA moderating so that each school incorporate the requisite values and standards.

10. Recommendation

1. The role played by leaders is growing due to globalization as curriculum reforms are now dynamic hence leaders in basic school need new orientation and so the dialogue need to focus on leaders who can ensure effective moderation of QA on curriculum implementation.
2. Additional research is needed to ensure that the schools continuously meets global guidelines in quality assurance standards
3. Schools should first employ a quality assurance manager to assess the quality culture that exists in the institution and oversee how it can be integrated into curriculum implementation
4. School leadership team should also include staff members in initial talks on implementing a shared culture of quality assurance standards.

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