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## Dear GLOKALde Readers,

We present our Volume: 5, Number: 2 issue to our valuable readers.

Developments in information and communication technologies have affected all areas of life in the information age and distance education has become an increasingly widespread method with these opportunities. Our journal includes studies on distance education and non-formal education.

In this issue, there are three articles. The first article entitled "Access to Education in India: Breaking walls through OER" is written by Dr. Alka SINGH. This paper discusses about the potential of OER in widening access and equity in education to ensure quality education for all. The second article entitled "Challenges of Training and Development through E-learning: A Study of Selected Power Sector Companies" is written by Dr. Kapil Dev SHARMA. This paper deals with prospective challenges pertaining to training and development through e-learning. It also identifies the factors that hinder growth of e-learning program in organizations. The third article entitled "Evaluation Role of Senior High School Headteachers in Ghana: Does Gender and School Location Matter?" is written by Dr. Vera Rosemary Ankoma-Sey. This study examined the evaluative role of SHS headteachers in Ghana. The study further investigated the influence of gender and school location on the performance of the evaluative role of the headteachers.

We hope to stay in touch and wish to meet in our next issue, 1st of April 2020.  
As GLOKALde team, we wish 2020 to be a year full of health and happiness.

Cordially yours,

Prof. Dr. Emine DEMİRAY

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## ACCESS TO EDUCATION IN INDIA: BREAKING WALLS THROUGH OER

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### ABSTRACT

'Digital India' flagship program of government of India aims to transform the country into digitally empowered society & knowledge economy. As a global commitment of empowering society, Education for All (EFA) is to provide quality basic education for children, youth and adults of all socio-economic background. Information and communication technologies (ICTs) provide the path to ensure easy access of knowledge and information with anytime anywhere flexibility to fulfil educational commitments. With the emergence of the concept of Open Educational Resources (OER), these goals seem to be accomplished effectively. According to Hewlett foundation, OER include free access of all textual, audio, video or multimedia resources, tools or techniques which are in public domain or released under intellectual property license. There are many best practices of using OER platforms for accessibility with equity, but India is in initial stage of disseminating knowledge through OER.

Thus, this paper discusses about the potential of OER in widening access and equity in education to ensure quality education for all. It explores various ways to open the door of basic education to different socially disadvantaged groups including specially-abled children, socio-economic weaker section, and specially the learners who are excluded from formal education due to many defined or undefined reasons. The paper focuses on the policies, consequent current status and global and national best practices of OERs platforms with their future possibilities. Overall, this paper provides an outlook of collections of various OER platforms specially in India such as ePathshala, Digital library of India, NROER, NPTEL etc. to ensure easy access of quality knowledge for personalized teaching and learning.

**Keywords:** Open Educational Resources, Digital India, open access, dissemination of resources, quality education

### INTRODUCTION

*Basic learning needs ...comprise both essential learning tools...and the basic learning content ...required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to*

***make informed decisions, and to continue learning* (United Nations, 1990 - World Declaration on Education for All, Article 1, Paragraph 1)**

To continue learning, there must be more deliverable platforms to access information as well as the knowledge appropriately. When we explore the developmental perspective, Education ensures the economic growth, creates employment opportunities, and fosters civic participation and personal development. Article 26 of The Universal Declaration of Human Rights reflect Education for All (EFA) as a fundamental right adopted in 1948 by the General Assembly of the United Nations (UNESCO, 2010). This UN declaration support one of the fundamental rights explained in Article 21 (A) in the constitution of India which regards right to education which should be provided free and compulsory till elementary schooling.

***"Ensure Equitable, Quality Education and Lifelong Learning for All by 2030"*** is the major theme for the global thematic consultation on education in the post-2015 development agenda. Most of the goals as discussed in Education for All by UNESCO under achieved to some level, which can be referred from UNESCO (2013) in detail. Some of the under-achievement data are presented in the light of UNESCO (2013) report:

- 57 million children from conflict affected areas were out of school in 2011,
- Around two-thirds of the girls from Arab States and sub-Saharan Africa were out of school,
- Limited progress in marginalized areas due to insufficient attention,
- 774 million adults including two-thirds of women were illiterate till 2011,
- Around 160 million adults in OECD countries were estimated to have poor literacy skills,
- Only 60% of countries had achieved gender parity at the primary level and 38% at the secondary level by 2011.

Considering the step-by-step progress in EFA goals, some of them are more difficult to measure, which needs clearer targets and outcome indicators. For the purpose of setting more measurable goals and outcomes, several inter-linked efforts and processes by stakeholders have been launched for shaping the post-2015 development agenda towards EFA. Some of the post-2015 development agenda include:



**Figure 1: Global Targets of Post-2015 Development Agenda**

The knowledge is the only treasure which cannot be reduced by sharing. It grows more intensively while sharing with more people and in more ways. In simple terms, Open Educational Resources (OER) are open and free access for using, creating and sharing information and knowledge. In 2012, the Paris OER Declaration was adopted showcasing the need to involve governments worldwide to use open licenses for publicly funded educational materials (Commonwealth of Learning Report, 2017). With the emergence of the global targets of post-2015 agenda, we need to search a long-lasting approach to fulfil these with concrete outcomes and impact. OER can be effectively used to accomplish these commitments with great extent. OER can be revealed as the process of strengthening the democracy by providing free and open access of education. OER are teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge (Hewlett Foundation, 2008). According to the UNESCO definition, OER are: "the open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purposes" (Hylén, 2012). Paris Declaration in 2012 on OER recommended to endorse the awareness and use of OER by developing basic infrastructure including electricity, mobile devices, broadband etc. to bridge the gap of haves and have not. It also urged to promote OER in local languages and contextualize it.

After understanding the global targets of post-2015 development agenda and OER, '*open and free access*' are the common words occurred in the basic conceptual understanding. Hence, OER can be an open path to cherish the way of fulfilling the global educational goals. In India, there are many people who are not covered in formal education system due to many social, economic, religious, and political reasons. In Indian education system, there is a wide gender disparity, challenges of children with special needs and other socio-economic weaker sections, which are the challenges faced while accomplishing EFA goals in India.

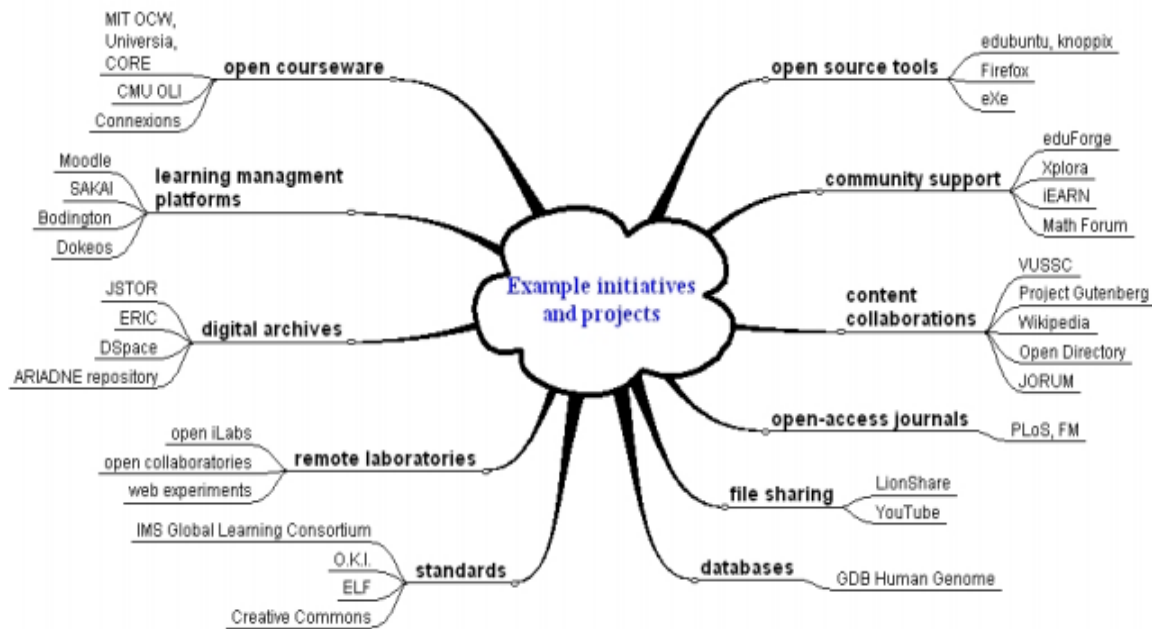
The framework for action on Sustainable Development Goal 4 i.e. 'Ensure inclusive and quality education for all and promote lifelong learning' emphasize on expanding access, inclusion, equity, and gender equality for attaining the goal of quality education and lifelong learning (UNESCO, 2019). On the basis of global policy framework and various consultations, practices of OER have been adopted as discussed in following section.

## **PRACTICES OF OER IN INDIA**

The potential of OER is based on its openness, accessibility and cost-effectiveness. There are many open textbooks project which encourage lifelong and sustainable teaching and learning. Some of the pioneers of open textbooks are the Global Text Project, WikiEducator, Wikibooks, Connexions etc., which are the best example for providing quality education to all. OER projects have the possibility to reduce costs by creating, sharing and organizing content for electronically and in print form with the collaborative and open approach. Thus, OER can potentially drive down production and delivery costs by shortening the time needed to create new curriculum, learning materials and textbooks for online, classroom and blended learning programs (Geith & Vignare, 2008).

The other promising approach of OER is creating and sharing resources with cooperation and collaboration. Add to that, the personalization of learning resources, as there are unlimited materials available for users, so they can select the textual, visual or multimedia stuff according to their learning abilities and interest. It can be helpful for teachers also to select the resources as per their own teaching skills. In this way, OER as a way of participating in the creation of new knowledge fully enables availability, accessibility, acceptability and adaptability (Geith & Vignare, 2008). On this line, many projects and initiatives were attempted globally to provide OER platform for using, creating and disseminating filtered

resources through content experts and stakeholders. A glance of these projects and initiatives are presented in the following image by Tuomi (2006).



Figures 2: Global Initiatives and Projects (Source: Tuomi, 2006)

In India, Institutions and administration are making significant efforts to provide platforms of OER. There are many projects which are on ground. One of the pioneer in making India as a knowledge society is National Knowledge Network (NKN) which seeks to develop appropriate institutional frameworks for India to Strengthen the education system, promote domestic research and innovation, facilitate knowledge application in sectors like health, agriculture, and industry, to leverage information and communication technologies to enhance governance and improve connectivity, and finally to devise mechanisms for exchange and interaction between knowledge systems in the global arena (NKN, 2014). With the basic theme of NKN, many projects and initiatives have been launched in India to cover the literacy gap, gender disparity, drop-out rates, equity and equality and above all the purposive quality education. Some of the initiatives and projects of OER in India are presented below:

- 1.1.1 Consortium for Educational Communication (CEC), UGC: UGC regulated CEC is a forum for the active involvement of academic and other scholars in the creation of appropriate educational programme. In addition, it enhanced the TV platform as a learning network for Studying, promoting & experimenting that will increase the reach and effectiveness of educational communication. In addition, CEC YouTube channel is also accessible for 24/7 access. The CEC resources are available at <http://cec.nic.in/Pages/Home.aspx>
- 1.1.2 Digital Library of India: Realizing the mission to preserve Indian scientific and artistic work and make them available globally in digital form for research, study, appreciation and future generation, Govt. of India initiated Digital Library of India in 2000 assuring digital collection of freely accessible rare books collected from various libraries in India. <http://www.dli.ernet.in/>
- 1.1.3 E-Basta portal: E-basta project has created a framework to make school books accessible in digital form to read anytime anywhere for free. It is already operational

and also provide easy open access to interactive and dynamic content augmented with text, charts, graphics, videos and auxiliary resource at <https://ebasta.in/>

- 1.1.4 **E-Pathshala:** E-pathshala committed to transforming learning through technology is launched to provide a ripe platform for children of all learning levels thereby making provision for those put to disadvantage because of social, cultural, economic, geographical, linguistic and gender anomalies. It's a platform to provide all-inclusive education to experience the learning and transform and grow into empowered individuals, available at <http://www.epathshala.co.in/>
- 1.1.5 **E-PG-Pathshala:** In extension to e-Pathshala, Ministry of HRD, GOI under its National Mission on Education through ICT (NME-ICT), has assigned work to the UGC for development of e-content in 71 subjects at postgraduate level, a platform named e-PG-Pathshala. The high quality interactive content that would be curriculum based in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages is being developed under this initiative named e-PG Pathshala - <http://epgp.inflibnet.ac.in/>
- 1.1.6 **IUC-TEFED:** Inter-University Consortium for Technology-Enabled Flexible Education and Development (IUC-TEFED) at IGNOU was established in 2004 as an education, training, development, R&D and service center on ICT-enabled interactive multimedia and online education for the distance education system in the country.
- 1.1.7 **National Institute of Open Schooling' OER:** The National Institute of Open Schooling (NIOS) initiated its OER to provide a platform to millions of learners who are interested in development of various vocational skills at Secondary and Sr. Secondary levels accessible at <http://oer.nios.ac.in/>
- 1.1.8 **National Programme on Technology Enhanced Learning (NPTEL):** The NPTEL is a platform for quality teaching and learning by IITs' and IISc' experts for engineering education. Currently, almost 140 courses are there in various stages of preparation and distribution through online. The best faculty members are personally involved in the making of their respective courses in the electronic form available at <http://nptel.ac.in/>.
- 1.1.9 **National Repository of Open Educational Resources (NROER):** NROER is an initiative of MHRD which is a collaborative effort to develop a repository of multimedia resources for teaching and learning purposes available at <http://nroer.gov.in/welcome>
- 1.1.10 **Project OSCAR:** It is a project of IIT Bombay to make available a large repository of web-based animations with interactive features for teaching various concepts and topics. It is developed for classroom learning as well as distance and independent self-learning. It can be accessed at: [http://www.bio.iitb.ac.in/~sanjeeva/joomla/index.php?option=com\\_content&view=article&id=102&Itemid=110](http://www.bio.iitb.ac.in/~sanjeeva/joomla/index.php?option=com_content&view=article&id=102&Itemid=110)
- 1.1.11 **Study Webs of Active-Learning for Young Aspiring Minds (Swayam) online portal:** Human Resource Development ministry has launched the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM), a Web portal where Massive Open Online Courses (MOOCs) specifically designed to benefit students from remote area, working professionals as well as college dropouts in all subjects. 'Verified Certificate' are also being offered to students after successfully completion of courses (Bharti, 2014).
- 1.1.12 **SWAYAM Prabha DTH TV Channels:** The SWAYAM Prabha, a MHRD initiative, have been launched in July 2017 with 32 DTH-TV channels devoted to telecast high-quality educational TV programmes 24/7. For transmission on these channels, GSAT-15 satellite is being utilised. It was decided that every day, new content for at least (4)

hours is to be telecast which would be repeated 5 more times in a day to make it 24/7 transmission. The flexibility and repetition of programmes allow the students and teachers to choose the time of their convenience for watching relevant and useful programmes for them. All 32 channels are uplinked from Bhaskaracharya Institute for Space Applications and Geo-Informatics (BISAG), Gandhinagar for transmission. However, the Information and Library Network (INFLIBNET) Centre maintains the web portal for SWAYAM Prabha. Besides, telecast of curriculum-based programmes, the channels are working on introducing innovative curriculum and pedagogy in their teaching process.

**1.1.13 The Birla Institute of Technology and Science (BITS) e-books library Initiative: BITS eBooks Library offer users, an open and free access to over 20000 high quality books in Engineering, Management and Computer Science subjects just by providing BITS e-mail id at <http://ebooks.bits-pilani.ac.in/>**

Above presented platforms and initiatives are only the snapshots of OER development in India. Many other resources are also available online or downloadable for free with 24/7 access, which focus on to impart all-inclusive education and accommodate disadvantaged sections in the mainstream to empower the individuals and society as well. Various institutional support and policy perspectives on technology enhanced teaching and learning promote the use, creation and sharing of educational resources and make them available free and open to all.

## **CONCLUSION**

Although stakeholders are working towards implementing technology effectively in education, we need to make sure that the resources which are open and free should be reached to the ground to cover the disadvantaged learners in mainstream. Apart from availability of OER and infrastructure, there are people who are not aware and even they don't want to be aware due to lack of motivation factors. In this case, people should be made aware and motivated to use, create and share OER through workshops and training programs. In addition, all students, teachers and other learners should be encouraged to use as well as create educational resources institutions.

Only knowledge is a kind of property which increases by sharing. So OER give a platform to create, share, use, reuse, reproduce, and recreate materials and resources for as small as a classroom group or as large as for an international open platform. Today, many journals, periodicals, research papers and other resources are openly accessible and available to the wide range of digitally advantaged people as presented various projects earlier. Education is open and free, it can't be bound with barriers - National or international. Therefore, OER are breaking shortly, and with time it will break the wall to go on the smooth path of education for all. Moreover, the educational resources that are open for reuse, rework and redistribution, the collective commons of knowledge can support all dimensions of the human rights for education.

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## CHALLENGES OF TRAINING AND DEVELOPMENT THROUGH E-LEARNING: A STUDY OF SELECTED POWER SECTOR COMPANIES

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### ABSTRACT

Despite the fact that training being a crucial part for efficient operative functioning of employees, corporate e-learning programs often end up with disappointment. This paper deals with prospective challenges pertaining to training and development through e-learning. It also identifies the factors that hinder growth of e-learning program in organizations. The findings are supported by an online survey on Power Sector International Corporations working in India.

**Keywords:** E-learning, training & development, corporate learning, e-learning challenges.

### INTRODUCTION

Till the end of previous century, training was not imparted on a computer, but usually given either in classroom situation or on the job by a qualified trainer. Due to technological advancement, organizations initiated computer based training and the field of e-learning has begun to take a shape. In early 1990s, many organizations used videotapes to impart training to their employees.

The initiative of delivering training on video was not found to be a perfect solution, hence a new form of training evolved, that is Computer based Training (CBT). CBT proved to be more effective but it was not able to measure employee performance on a central database and was not found to be easy to upgrade. As a result, e-learning emerged (Clark, 2002).

The term "e-learning" came into existence in the year 1999; the word was initially used in a CBT systems seminar. Other terms were also utilized to express an exact description such as "online learning" and "virtual learning". In 2000s, enterprises started adoption of e-learning to train their manpower. New entrants and experienced workers were given opportunity to advance their industry related to know how and to improve their skill level. It allowed individuals at home to access programs that enabled them to earn online degrees and to enrich themselves through extended knowledge.

E-learning is relevant for all types of training requirements e.g. refresher training; orientation for new entrants; information about new service requirement or product and to share emerging knowledge, technology or skill requirement (Harun, 2002). In order to respond quickly to persistently changing learning needs, e-learning emerged as the best and most viable option for corporations. Technology related breakthroughs and emerging skill needs

necessitated exploitation and management of new developments and escalated demand for e-learning solutions. There exists a variety of e-learning products and services available to meet majority of the organizational training needs.

## **RATIONALE FOR E-LEARNING**

Teaching and training in traditional senses are ways of delivering knowledge, just like a proverbial one-way street. E-learning ensures the possibility of better interaction and direct engagement offers effective ways for information sharing resulted into empowered employees with increased morale.

The rationale behind adoption of e-learning is justified because of the following reasons:

- There is no need to engage all employees for training at one time. They can choose their own convenient time, pace and place of learning which suits them.
- It is self-paced and if required, content can be recorded and provided as and when needed by people.
- No time limitations. It can be delivered in parts or all at once wholly as per the learner's requirements instead of the trainer's comfort.
- A variety of courses can be conducted and managed through suitable Learning Management Systems (LMS) by a small number of experienced training administrators. LMS can also maintain records of participation in number of courses, test scores, time taken for learning, etc. for each learner which may provide intelligent data to enhance employee's skills further.
- Measurement of learning is possible in terms of performance for each participant. This can be measured with the help of various ways like score tracking, progress tracking and time tracking. In established training methods this was not possible.

## **REVIEW OF LITERATURE**

This part deals with different perspectives under various studies undertaken so far on e-learning potential to impart training & development. Review of literature also aimed to note employee attitudes regarding e-learning. One study reveals that while 84 per cent of the companies consider e-learning as an efficient and cost-effective tool for organizational learning, only 27 per cent use it as an effective Training & Development (T&D) tool.

**Naresh B, Dr. Bhanu Sree Reddy (2015), in their paper titled "Challenges and Opportunities of e-learning in Developed and Developing Countries - A Review" compares e-learning environment and its relative use in developing and developed countries. This paper identifies the problems faced by emerging economies. Developing countries face challenges like lack of infrastructure, non-availability of trained instructors, and lack of financial support by the management, government policies and passive attitude of prospective trainees. However, e-learning offers more opportunities since it has some inherent advantages. The things that are to be learned from developed countries are support from the government, proper adaptation of technology, awareness of benefits of e-learning along with users' readiness to learn its use. If the developing countries learn and adapt developed countries success path pertaining to e-learning implementation, there is a huge potential for the use of e-learning in these countries. They have a huge working population and wide gap exist between trainee and faculty ratio. In developed countries, government provides infrastructural and financial support to enable e-learning with clear action plans for future. They have uninterrupted electricity supply and internet access. Though developed countries are strong in infrastructure, the challenges faced are related to learner engagement, motivation, and high trainee drop out ratio. Therefore, opportunity exists for developing countries to implement successful e-learning models, which in turn may provide them trained personnel on sustained basis. They may increase productivity**

to maximum level with minimum negative effect by using ICT through which knowledge can be shared from any corner of the world. If proper steps are taken, challenges and differences between the developed and developing countries can be minimized to a large extent by implementing e-learning for working manpower. In India premium institutions like IIT's and IIIT's taking initiatives to make e-learning popular. They created NPTEL portal and started offering online courses within and outside the country.

Anand Rimmi, Saxena Sharad, and Saxena Shilpi (2012) in their research paper entitled "E-learning and its impact on rural areas" mention about the awareness and impact of e-learning in selected rural areas in India. The result indicates that e-learning is found to be highly emerging knowledge tool today. In developed as well as in developing countries e-learning can bring lot of benefits in rural areas and to agrarian sector. E-learning has much wider scope in the areas which are undeveloped and are not so educated. E-learning provides knowledgeable contents through CD, DVD, multimedia and other tools. The main limitation of this method is the availability of proper bandwidth, readiness of e-learners and a set of skills to deliver the content to learners. Overall, almost 48 per cent providers reported that e-learning is beneficial for rural service providers to impart advance knowledge, to prepare people for promotions, better job opportunities, and to learn new developing technologies available in the market.

#### **E-learning in Power Sector Companies**

This study is largely empirical in approach in which quantitative research method was used to solve the research questions. This study is aimed to determine challenges pertaining to training and development through e-learning. It also identifies the factors that hinder the growth of e-programs in organizations. This study was an attempt to overcome the concerns and initiatives across three power sector organizations (KEC, Torrent Power and Siemens). The main objective of this study is to explore and overcome the current work environment and difficulties in implementation of e-learning in Power sector. Some specific objectives are given as under:

- To understand the role of learning process in skill enhancement of employees in power sector.
- To analyze potential of e-learning in implementation of new knowledge and skills in organizations to enhance general business skills, task specific skills and customer service training.
- To identify how e-learning enables organizations to reduce cost of employee training and simultaneously adopt processes to improve overall competitiveness of enterprises.
- To explore current work environment and to overcome difficulties in implementation of e-learning in selected companies.

Taking into account the challenges faced by employees in e-learning program and to determine effectiveness of e-learning program in selected organizations, the respondents were asked to share their experiences they had with e-learning practices being followed in their organizations and give suggestions to make it a success. The variables which have been identified in this study include e-learning, employee satisfaction, employee commitment, impact on job performance and organizational competitiveness. A random sample of 280 employees working in selected power sector international corporations was taken. Stratified Sampling Method was used to represent the population and strata were identified on the basis of different managerial levels and functional areas. The study is based on primary and secondary data taken from a purposively designed questionnaire and published reports from the covered organizations.

#### **E-LEARNING ISSUES AND CHALLENGES**

E-learning, despite predictions, cannot replace traditional training and education. Many senior

executives hesitate to adopt e-learning as a mode of training to their employees. Some of the reasons that pose resistance in using it are its novelty, lack of knowledge, insufficient budget, lack of IT infrastructure, and employee perception to adapt it. (Ettinger et al., 2006). E-learning too requires time to attend training sessions and completion of given assignments as in traditional learning tool. For implementing a successful e-learning program, companies need to understand its limitations and develop a well thought plan to ensure its success.

E-learning is considered by organizations as new training & development possibility and a prospect to economize use of time and financial resources. Nevertheless, poor content quality, unpleasant learning experience with inadequate learning conversion into performance outcome was observed. Following are the other issues:

- Lack of learners' motivation is one of the most common e-learning challenges that e-learning professionals must overcome. Learners often have the belief that conventional training programs are more effective because they are imparted in a familiar environment.
- Many employees resist in taking an e-learning as they perceive their inability to go with required pace or that it will require a great deal of their time. Furthermore, trying to keep track of learners' progress may be the most difficult challenge to address.
- There exists a belief that e-learning environment offers no support. However, it is a general misconception that e-learning modules are imparted in isolated situations and offer no support to learners. Similar misconception felt is that virtual environment is not appropriate to keep sustained learner interest.

Challenges being experienced related to T&D through e-learning:

In an online survey done on an international power and energy corporation, respondents were asked to rank the challenges being experienced by the employer in providing e-learning T&D facility to people in your organization. The outcome of the e-learning survey is shown here below in Table 1.1.

Table 1.1. Challenges Experienced in Extending E-learning Facility

Option	N	Median	Average Rank	Z Value
High up-front costs	280	2.00	849.50	-4.18
Employee resistance to e-learning	280	2.00	756.70	-7.15
Lack of management support	280	2.00	933.60	-1.50
Lack of technical support	280	2.00	972.80	-0.25
Trainers knowledge and skills to teach	280	3.00	1067.60	2.78
Inappropriate learning culture	280	3.00	1152.20	5.48
Irrelevance to real-time tasks	280	3.00	1131.10	4.81
Overall Rank	1960		980.50	

$H = 120.62$   $DF = 6$   $P = 0.000$  (adjusted for ties)

In the above table Median and Average Rank is compared using the Kruskal-Wallis H Test to determine whether there was any significant difference among the average ranks of challenges being experienced pertaining to T&D through e-learning at workplace?

- A statistical significant difference was found among average ranks of challenges being experienced pertaining to T&D through e-learning at workplace. It was found that Employee Resistance to e-learning got the highest importance whereas Inappropriate Learning Culture was given the least importance.

## **FINDINGS**

Some common challenges and obstacles faced by organization in implementation of an e-learning solution are as follows:

- **Initial content creation requires significant investments**  
Initial investment requirement for e-learning solution is larger due to content and program development costs. Budgets and cash flows are needed to be negotiated.
- **Technology related issues**  
Technology related issues like whether the existing hardware and software setup can help to achieve the training goals or additional technological expenditures will be required and whether all software and hardware setups are compatible.
- **Improper content**  
Improper content of e-learning may pose a challenge as opined by some experts, though they are limited in number.
- **Organizational culture**  
Organization's Culture can be an issue where learner's demographics and psychographics may influence them against using computers for e-learning programs.
- **People resistance**  
Employees in beginning resist change. It may be difficult to convince management to make the required investment and to the employees to enroll themselves for e-learning program.
- **Less social and cultural interaction**  
Infrequent social and cultural interaction is proving an inhibition. The exclusion of peer-to-peer learning, inappropriate use of communication mechanisms such as body language, gestures etc. However, these disadvantages are reducing with development in communications technologies.

## **CONCLUSION**

On the basis of above analysis, it could be concluded that e-learning provides flexible learning options for employees and allow them to up-skill. E-learning at workplace, and outside it may reduce cost of training to workforce. This is possible due to reduced need for travel and saving of employees' time as they are not expected to leave workplace to report at training locations. E-learning is particularly useful for a geographically dispersed workforce as it can deliver them a consistent training experience at different locations. It provides consistency in training, increased convenience and control over learning by learners, improved monitoring capabilities for employers, and reduced costs due to decreased travel costs and employee absenteeism. However, it has some drawbacks but if managed systematically it may offer better results. Employee motivation, readiness and ability to use emerging technologies are important for e-learning participation. Majority of employees believe that their employers continued to invest in e-learning and that it is an effective tool for training and development. However, sizeable numbers of employees are facing difficulties in using e-learning.

Some potential challenges of E-learning are - upper management unenthusiastic attitude for E-learning; lack of appropriate infrastructure and bandwidth; inability of managers to categorize training needs for different classes of employees. Lack of formalized training program also causes E-learning difficulties in making good use of this too. Therefore, organizations should adapt and suggest e-learning in lieu of formalized - structured training only after development of well thought modules for different needs and extend all support to make it useful.

Employee attitude is also play an extremely important role in imbibing learning and utilizing it in performance. In spite of availability of the best of knowledge and skill, the will to deliver the better services may be kept reserved by individuals if they are not imbued with appropriate attitudes. Therefore, within the e-learning modules there should be enough content to pass it acquired knowledge for better performance on the job. Without top management and training & development wing support and motivation it would be difficult to implement corporate E-learning strategy effectively. Therefore, management must consider above mentioned points carefully so that optimum benefits of e-learning may be realized.

The research findings have implications for the human resource management in general and training and development department in particular. The importance of e-learning is not being exaggerated as 84 percent of our respondents are now using e-learning at work. Therefore, employers and human resource managers should think strategically before investing in training delivery methods that may prove effective for their people. When considering which training method to invest in, managers must focus on convenience, cost, accessibility, new developments and deployment speed. On all above parameters e-learning proved to be beneficial.

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## EVALUATION ROLE OF SENIOR HIGH SCHOOL HEADTEACHERS IN GHANA: DOES GENDER AND SCHOOL LOCATION MATTER?

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### ABSTRACT

The evaluation function of Senior High School heads in Ghana has been of grave concern to stakeholders especially in the midst of major transformation in the education system like Free SHS and Double track system. This study examined the evaluative role of SHS headteachers in Ghana. The study further investigated the influence of gender and school location on the performance of the evaluative role of the headteachers. A cross sectional data was taken through the administration of questionnaires to 1,397 teachers in SHS in Ghana. One sample t-test and Two-way analysis of variance (2x2 ANOVA) were used to test the hypotheses. The study revealed that SHS headteachers were rated high in terms of performing their evaluation function,  $t(1396)=70.501$ ,  $p<.001$ . Gender [ $F(1, 1393)=9.580$ ,  $p=.002$ .] and school location [ $F(1, 1393)=3.847$ ,  $p=.049$ ] were found to influence headteachers execution of the evaluative function. No significant interaction effect was found between gender and school location in teachers rating of the evaluation role of their headteachers,  $F(1, 1393)=.082$ ,  $p=.775$ . Based on the findings of the study, it was recommended that GES should provide adequate support not only for headteachers but to teachers in the rural schools to ensure the effective running of the school. Again, special training and orientation should be given to male headteachers on their roles as head of schools.

**Keywords:** Evaluation, headteachers, gender, school location, administrative task.

### INTRODUCTION

Effectively managed schools where schools heads are up to their tasks are those schools that produce high academic achievement that persist overtime in at least two consecutive years (Zaidi, 2012). Students would not benefit from a system of education unless there is some form of evaluation aimed at determining students' performance. This is one of the purposes of education. The head of school is the key person in any education system; they take care of the final arrangements for the education of students in a school. Their role cannot be taken for granted if they are expected to give the right kind of direction of education to students. Lydiah and Nasongo (2009) stated that, schools do not become great because of magnificent buildings but because of magnificent heads. Heads of schools play a significant role in determining academic performance in schools due to their tasks and roles. It is therefore important to evaluate the administrative tasks performance of school heads in second cycle schools in Ghana.

Evaluating involves collecting information at regular intervals about on-going programmes within the school and analysing it (Ankoma-Sey, 2014). The functions of the school head in evaluating are to prepare Annual Report of the school, analyse examination results; review the performance of school in all in-class and out-class activities, set new targets for individuals, departments and the school; make new request for better qualified teachers where necessary; and present financial statements and reports to the board of governors.

Evaluation is an indispensable task of central education authorities and serves three different purposes, namely, to comply with administrative demands, to fulfill accountability purposes; and to lead to pedagogical and managerial improvement in many cases, the administrative evaluation takes precedence over the more developmental one. At the same time, in most countries, evaluation has much more concern with the teachers or the students than the schools (Gurr, 2007).

Recently, teacher evaluation has become a major focus in educational policy debates and research efforts. This increased attention to teacher evaluation has raised questions about the relationship between evaluation and student outcomes. Rivkin, Hanushek, and Kain (2005) and others have demonstrated with value-added research that there are sizeable differences among teachers in their ability to help students learn at high levels – not just across schools but within schools. These differences lie at the head of the current approaches to measuring teacher effectiveness through teacher evaluation. Evaluation may be a tool to help teachers improve, but school leaders often lack training in how to use evaluation results to guide teachers towards professional growth.

Evaluation in schools is exclusively focused on processes in primarily intended to monitor compliance with regulations. It is usually concerned with aspects such as the composition of classes, the tasks and workload of teachers, the use of school infrastructure, and the management of human and budgetary resources. In Ghana, for instance, evaluation is centred on human and functional resources administration. Great emphasis is laid on staff management: punctuality of staff, their involvement in school activities, relations between teachers and parents and collaboration between teachers, quality of teaching (Ankoma-Sey, 2014).

Results from school evaluations are used by various stakeholders. For example, for educational authorities and parents, evaluation systems are intended as an accountability tool. For school leaders and administrators, findings from evaluation should provide relevant indicators to support school-laid actions and decision making, internal evaluation benefits are seen as primarily for schools, teachers, and students with the aim of improving learning, teaching, and management within the school (Foubert, 2009).

### **Gender and SHS Headteachers Evaluation Role**

In Ghana, women are acutely under-represented in school headship, especially in rural areas. This is largely attributed to cultural context. Women are considered to be weak and are discouraged from taking up teaching posts in deprived areas. This has wider effects on girls' attitudes to learning. Some girls felt that it was not worth studying hard or even going to school because female role models they encountered in the villages were either farmers, seamstresses or fish mongers and housewives who "give plenty birth" (Oduro and MacBeath, 2003, p. 445).

Smith (2004) observed that the diminishing presence of male teachers was a global issue and that the proportion of men within teaching ranks was declining significantly. He cited many studies whose findings demonstrated the continual decline of males in the teaching profession. He quoted figures from Commonwealth of Australia (2002) and Queensland Catholic Education

Commission (2002) to illustrate the situation of gender imbalance among primary school teachers, especially within Australia. Nelson and Sassi (2005), for instance, was cited to have claimed that in 2002, the proportion of male primary teachers (within Australia) was only 20.9% and only nine percent of American elementary school teachers are men. These findings are consistent with Deem (2003) whose study of women academics in the UK, revealed that most women raised gender issues ranging from inequitable household and motherhood responsibilities to sexist behaviour by some male colleagues and discrimination in promotion. Heads of schools are lead teachers. This connotes that teachers over the years become heads. It has also been speculated in some quarters that teacher's gender affected the performance of the child (Okoro, Ekanem, & Udoh, 2012). What is more is that, they alluded that, results of studies on the influence of teacher's gender on the child's performance, however, appear to be inconclusive. Some authorities cited by Smith (2004) had claimed that there was a strong relationship between the gender of the teacher and the academic achievement of the student. Smith indicated that boys suffered a disadvantage in primary schools due to the paucity of male teachers and went further to campaign along with other protagonists for increase in the number of male teachers in order to cushion the effects of teacher gender imbalance in the schools. Krieg (2005) reported that a number of findings had indicated teacher and student genders were correlated with test outcomes. It can be argued that since heads are lead teachers and continue to be practicing teachers, the discourse by the above authorities have strong and direct bearings on general school administration by heads of SHS.

### **School Location and SHS Headteachers Evaluation Role**

School location (urban, sub-urban, or rural) has been associated with student achievement. Because most schools tend to be neighbourhood schools, they typically reflect larger community level processes (Gottfredson, 2001). Schools in urban, poor, and disorganised communities experience more school problems than schools in rural or sub-urban, affluent, and organised communities (Gottfredson, 2001). It has been found that students attending schools in school districts that are large, urban, or both are often subject to conditions of school violence, high dropout rates, vandalism, inadequate equipment and facilities, greater number of inexperienced teachers, student and teacher alienation, and academic failure. Neighborhood support, neighbourhood youth behaviour, and neighbourhood safety have been associated with school success (Mbuso, 2000).

Neighbourhood context can also influence educational outcomes through the amount and quality of social capital or social networks that exist in a given community. The effects of living in a socio-economically disadvantaged neighbourhood can be particularly large when the neighbourhood is relatively isolated from mainstream values of work and education. (Semke & Sheridan, 2012). It has been argued that the active involvement of parents and local communities in the education of children had a positive effect on the performance of schools, as indicated by higher levels of commitment of teachers and better test scores by students (Oosterlynck, 2011). In addition to the mentoring, networking, and mutual support associated with high levels of social capital contribute to success in education, (Onderi & Makori, 2013).. Children who find themselves in environments where education is considered to be a waste of time, and parents displayed a gross disinterest in how their children were getting on at school, were likely to adopt negative attitudes towards school work (Opore, 1999). Opore (1999) further indicated that in communities where parents attach great importance to educational success, academic effort, on the part of children, and reinforcement on the part of parents are a characteristic, hence good academic performance is common.

On the other hand, children who find themselves in environments where education is not valued very much are likely to put in less academic effort hence they invariably become academic losers. These findings tend to support Coleman's (1988) social capital theory which

posits that children who receive social support from both the home and the neighbourhood tend to work hard on their studies and eventually become academic successes (Opore, 1999). Opore and Dramanu (2002) found that children who lived in elite residential areas spend more time studying than those in non-elite residential areas did. Opore and Dramanu (2002) explained that children who lived in neighbourhoods where parents and other adults encouraged and supported education are more likely to expend more effort on their school work. This thinking buttresses the evidence from environmental psychology, which posits that the physical world in which an individual lives is not simply a neutral background for social interaction, but has profound influence in shaping, suggesting, facilitating and sometimes preventing behaviour.

In an attempt to find out how the neighbourhood affects the academic achievement of boys and girls, researchers have reported greater effects of the neighbourhood on boys than girls. The reasons for this difference according to researchers may result from the fact that boys spend more time in the neighbourhood than girls (Leventhal & Brooks-Gunn, 2000). This suggests an interaction of gender and location of school effect in academic achievement. Since gender and location affect students' achievement, schools educational outcome, and teaching and learning, these two variable are likely to affect the administrative (evaluation) role of headteachers in schools.

Oduro (2003) reported that in Ghana it is common practice, especially in rural schools, for headteachers to be left unsupported after appointment. Most headteachers assume duty with little or no knowledge of their job descriptions, and the result is that headteachers tend to depend principally on experiential learning in carrying out their leadership tasks. This suggests that the administrative functions of these heads are left to chance. This indicates that the location of school is also a significant indicator for better performance of administrative tasks of headteachers in Ghana.

### **Rationale**

Evaluation is one of the most essential administrative tasks which headteachers execute in schools. This is because the evaluative role provides an avenue for the assessment of the product of events or activities conducted through the performance of the other administrative tasks (Ankoma-sey, 2014). This makes the evaluative very critical to the successful of educational outcome. There is no doubt that the effective performance of the evaluative role of SHS headteachers in Ghana could contribute to the realisation of the Sustainable Development Goal (SDG) 4 which aims at quality education. I was worried when National Development Planning Commission, Ghana (NDPC) (2018) in the baseline report on SDG, revealed that Ghana is far from the realisation of the 2030 Agenda for Sustainable Development. Again, Ghana has over few months now has seen transformation in the SHS system of education. Particular among them is the introduction of Free SHS and Double track system of school. I have no doubt in my mind that the introduction of these policies require that SHS headteachers do a lot work in order to cater for the growing population of students. Are teachers in the position to still carry out their evaluative function effectively?

A scan through reveals that leadership in SHSs in Ghana is in jeopardy. Studies have found alarming results showing that little emphasis has been placed on the preparation of teachers for headship positions in schools (Amakyi & Ampah-Mensah, 2015; Brown & Owusu, 2014; Donkor, 2016; MacBeath & Swaffield, 2009; Zame et al., 2008). Are these headteachers in a position to effectively perform their administrative? These are mind boggling questions this study needs to answer. Whether headteachers would be able to perform their roles would also depend on the gender of the head and the school location (Drukker et al., 2009; Gottfredson, 2001; Oduro, 2003; Oduro & MacBeath, 2003; Okoro, Ekanem, & Udoh, 2012). There is the

need also to examine the influence of gender and school location in the execution of the evaluative function of SHS headteachers.

### **Hypotheses**

The study was guided by two hypotheses:

1.  $H_0$ : SHS Headteachers in Ghana do not effectively perform their evaluation function
2.  $H_0$ : Gender and school location do not influence SHS headteachers performance of their evaluative function

### **METHODOLOGY**

The cross sectional survey design with quantitative approach was adopted for this study. This research favoured the positivist paradigm. The study covered SHSs in seven selected regions namely, Volta Region, Brong Ahafo Region, Eastern Region, Ashanti Region, Greater Accra Region, Central Region and Western Region. The study selected 66 SHSs selected from these regions. These regions were selected because majority of SHSs were located there. SHS Teachers formed the sampling elements and thus, the target population comprised of teachers within the four selected regions. The total number of teachers were estimated to be 36, 147. The multi-stage sampling technique was used to sample to 1,397 (90.1% return rate) teachers from the selected schools. About 896 teachers were in urban schools and 501 were in rural schools. The urban-rural school categorisation was done based on GES indicators for classifying a school as urban or rural. Respondents were required to indicate the gender of their headteachers. It was found that 905 of the headteachers rated were males and 492 were females.

The instrument used for data collection was a questionnaire. The questionnaire consisted on 10-items which measured the extent to which headteachers carried out their evaluation function as part of performing their administrative task. Respondents were required to rate these items on a scale of 1-5 with 1 indicating poor performance of the evaluation function and 5 showing better performance of the function. The indicators for measuring the evaluation function included whether headteachers: (a) evaluated educational programmes, school curriculum and reports from unit heads annually, (b) assessed the performance of all staff, (c) gathered information at regular interval about on-going programmes, (d) set academic targets to evaluate the schools' performances, (e) evaluated whether set targets by Ghana Education Service (GES) has been achieved.

A pilot-testing was conducted to evaluate the strengths and weaknesses of the instrument and was addressed duly. The reliability estimates of the scale used was estimated using the Cronbach Alpha Reliability Estimate procedure because the items were on a scale. A reliability estimate of .897 was found which was revealed to be acceptable. During data collection, ethical issues were taken into considerations which included informed consent, confidentiality, anonymity, protection of vulnerable participants, among others. All these steps were taken to ensure validity and reliability of responses.

The data gathered were processed using SPSS (version 25). The data was screened and cleaned for possible errors and missing values. No missing values were found, however, errors found were data entry errors which were addressed. Hypothesis one was tested using one sample t-test analysis which tested whether the headteachers rating differed significantly from the criterion mean (test value) of 30.0. Hypothesis two was tested using two-way Analysis of Variance (2x2 ANOVA). Assumptions underlying the use of these statistical tools were tested and were all met.

## RESULTS

***H0: SHS Headteachers in Ghana do not effectively perform their evaluation function***  
**One-sample t-test analysis**

As earlier indicated one-sample t-test was used to test this hypothesis. Positive and significant mean difference suggests that headteachers perform their evaluation function effectively and vice versa. Table 1 gives the details of the results.

**Table 1: Performance of Evaluation Function of SHS Headteachers in Ghana**

	Mean	SD	Mean difference	t-value	df	p-value
Evaluation	40.68	5.66	10.68	70.501	1396	.000*
Confidence Interval	Lower Limits		Upper Limits			
Values	10.382		10.977			

Test Value=30.0, \*significant at .05 level

The result revealed that SHS headteachers were rated high in terms of performing their evaluation function in schools,  $t(1396)=70.501$ ,  $p<.001$ . The test variable ( $M=40.68$ ) was significantly higher than the test value ( $M=30.0$ ). A mean difference of 10.68 was found indicating that SHS teachers performed their evaluation function effectively.

***H0: Gender and school location do not influence SHS headteachers performance of their evaluative function***

This hypothesis was tested using 2x2 ANOVA. Three issues were expected to emerge out this analysis: (a) gender difference in the rating of SHS headteachers performance of evaluation role of SHS headteachers, (b) difference in SHS headteachers performance of evaluation role with regards to location of school, (c) Do gender and school location interact to influence SHS headteachers performance of their evaluation function.

**Table 2: Descriptive Statistics of the Independent Variables  
 Regarding the Dependent Variable**

Gender	Location of school	Mean	SD	N
Male	Urban	40.5971	5.79852	551
	Rural	39.8390	6.33883	354
	Total	40.3006	6.02358	905
Female	Urban	41.5449	5.17079	345
	Rural	40.9796	4.01106	147
	Total	41.3760	4.85627	492
Total	Urban	40.9621	5.58136	896
	Rural	40.1737	5.77371	501
	Total	40.6793	5.66169	1397

Result in Table 2 showed that male teachers ( $M=40.30$ ,  $SD= 6.023$ ) rated their headteachers high just like the female teachers ( $M=41.376$ ,  $SD=4.856$ ). Teachers in both the rural

( $M=40.173$ ,  $SD=5.773$ ) and urban areas ( $M=40.962$ ,  $SD=5.581$ ) rated their headteachers high on the performance of the evaluation function

Table 3: Test of Between Subjection Effect

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	525.462 <sup>a</sup>	3	175.154	5.517	.001
Intercept	1851763.013	1	1851763.013	58329.681	.000
Gender	304.133	1	304.133	9.580	.002*
Sch. location	122.133	1	122.133	3.847	.049*
Gender * sch. location	2.591	1	2.591	.082	.775
Error	44222.870	1393	31.746		
Total	2356513.000	1397			
Corrected Total	44748.332	1396			

\*significant at .05 level

As shown in Table 3, there was a significant difference between male and female headteachers in the performance of evaluation function,  $F(1, 1393)=9.580$ ,  $p=.002$ . Again, significant difference was found in the performance of SHS headteachers evaluation function with regards to the location of the school,  $F(1, 1393)=3.847$ ,  $p=.049$ . No significant interaction effect was found between gender and school location in teachers rating of the evaluation role of their headteachers,  $F(1, 1393)=.082$ ,  $p=.775$ . Evidence has been showed in Figure 1 by examining the error bars.

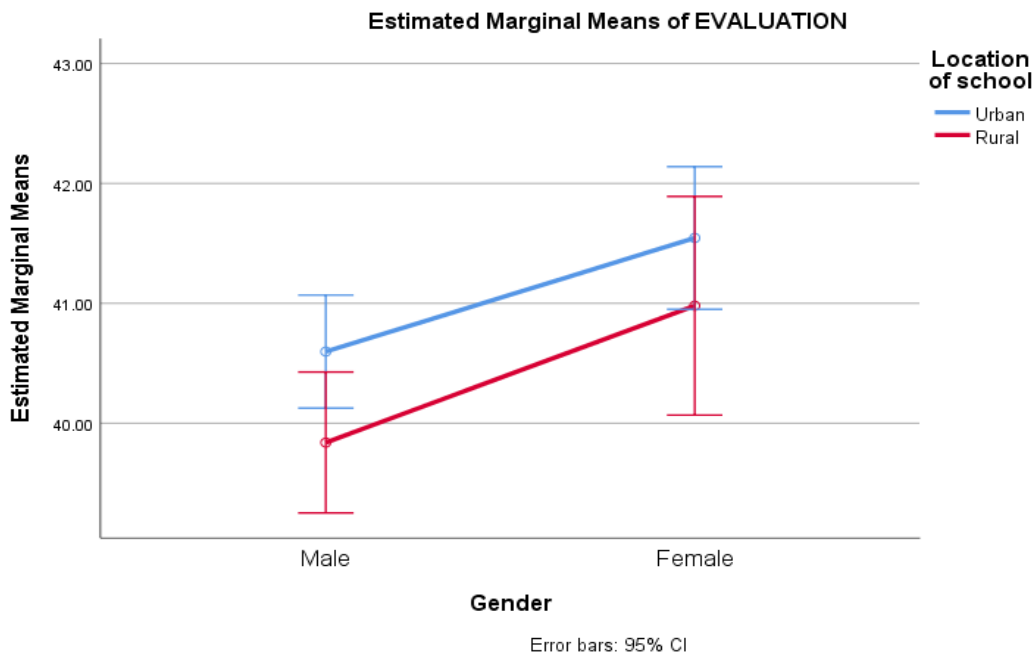


Figure 1: Pictorial Representation of the 2x2 ANOVA with Error Bars

Further analysis of the two main effects showed that female headteachers (irrespective of the



school location) were rated higher than male ones regarding the performance of evaluation function. Again, headteachers in the urban schools (irrespective of their gender) were rated better in the performance of evaluation function than those in the rural schools.

## **DISCUSSIONS**

Results of this study simply confirms the assumptions by a lot of stakeholders in education in Ghana that female heads are very particular with their administrative roles than their male counterparts. Evidence has been provided by Brown (1979) who found that female managers in Ghanaian institutions were dependable and had critical supervisory abilities. Though Brown did not reveal a very wide difference, the underlying factor is that it is possible that a number of workshops and conferences ran to empower women in leadership and heads in Ghana may also be a contributory factor to this outcome. From Oduro and MacBeath's view (2003) women in Ghana are acutely under-represented in school headship and this is largely attributed to cultural context. Women are considered to be weak and are discouraged from taking up headship positions especially in deprived areas. The findings of this study speaks to the notion that this perception do not affect women in executing their roles as heads.

The location of heads (school) is an obvious determinant of a heads performance of his/her administrative tasks. It was found out that, heads who find themselves in urban schools perform better than those in rural schools in performing the evaluative function. This may be the attribution of advantage of social amenities at the disposal of heads in the urban settings. Again, infrastructure in these two categories of schools in many ways differ, since this can be confirmed by how categorisation of SHS in Ghana are done. Schools in categories A and B are usually found in the urban location where the social construct sometimes predefine quality. Non-performance of heads in rural schools can also be attributed to the unattractiveness of rural life which appears to have made working in the rural schools non-competitive. By implication those in the rural areas do not have the necessary amenities such as good treated water, good roads, good classroom blocks with good pieces of furniture, computer laboratories, science and language laboratories, adequate lightening systems, learning materials qualified teachers and many more, that is why they cannot compete academically with their counterparts in the urban areas. Though marginal, in similar findings, Metzler and Woessmann (2012) found differences in performance levels of students due to the location in terms of urban, rural and private. This was also informed by the location teachers and heads. Oduro (2003) reports that, in Ghana it is common practice, especially in rural schools, that heads of schools are left unsupported. Most heads of schools assume duty with little or no knowledge of their job descriptions, and the result is that heads of schools tend to depend principally on experiential learning in carrying out their leadership tasks. This definitely might affect their level of performance of their administrative function.

## **AND RECOMMENDATION**

The findings from my study have made evident the fact that SHS teachers in Ghana carry out their evaluation function well, however, it appears those in the urban schools were more effective in performing their evaluation role than schools in the rural areas. This is so due to the fact that headteachers in the rural schools are mostly not supported. These headteachers have several issues ranging from inadequate infrastructure and funding to poor school climate which usually hinders the performance of the school. Due to the socio-economic status of parents and children in rural schools, it may sometimes difficult for headteachers to smoothly perform their administrative task which includes evaluation. It can concluded that the location of school in which headteachers find themselves can significantly influence their execution of headship roles since the performance of these roles largely depends on the staff, students and parents. It appears getting cooperation from these individuals in the rural areas is a burden



for headteachers. In another case, female headteachers were rated significantly higher in performing their evaluative role than their male counterpart. The implication is that female headteachers were effective in performing their evaluation role. Females by nature seems to be orderly and strict in whatever function they do.

Based on the findings of the study, it is recommended that GES should provide adequate support not only for headteachers but to teachers in the rural schools to ensure the effective running of the school. This support should be in the form of providing finances, infrastructure and training for staff (including the headteachers). Again, special training and orientation should be given to male headteachers on their roles as head of schools for them to also perform just like or better than their female counterpart.

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