National Schools Inspectorate Authority

Enforcing Standards, Ensuring Quality

Pilot Study of 62 Kindergarten Schools in Ghana

03/11/2025

Ministry of Education

REPUBLIC OF GHANA

Innovations for Poverty Action

About the National Schools Inspectorate Authority (NaSIA)

In 2008, the Education Act 778 established the National Inspectorate Board, with three main responsibilities: school inspection, School Evaluation, and Standards enforcement. The Board achieved authority status in 2020 through the enactment of legislation by the Parliament of Ghana, subsequently adopting the designation of the National Schools Inspectorate Authority, commonly referred to as NaSIA.

The National Schools Inspectorate Authority (NaSIA) as mandated by the Education Regulatory Bodies Act 2020 (Act 1023) is the agency under the Ministry of Education (MoE) mandated to develop, publish, promote, license and enforce the highest quality standards and guidelines for quality education in both public and private Pre-tertiary schools in Ghana. The Act mandates the authority to set up Inspection panels (IPs) to undertake inspection of schools, to evaluate teaching and learning periodically in the schools, and to set and enforce quality standards in public and private pre-tertiary institutions in Ghana. The inspection panels provide independent external evaluation of the quality and standards of teaching and learning in pre-tertiary institutions by focusing on:

- The quality of leadership and management of the school
- The quality of teaching and learning and the standard of academic attainment
- The availability and quality of facilities in the school, and
- The existence and quality of the relationship between the school and the school community and/or stakeholders

Information about Inspections

School inspections are carried out under the Education Act 778 of 2008, **as amended by the Education Regulatory Bodies Act 2020 (ACT 1023)**. The National Schools Inspectorate Authority conducts school inspections using its Inspection Evaluation Framework (IEF), as documented in the Revised Handbook for the Inspection of Public and Private Pre-Tertiary Schools in Ghana, 2019. All inspections are carried out by NaSIA's professional Inspection Panels (IP), consisting of Lead Inspectors/Team Leads and Team Inspectors.

For further inquiries about NaSIA's inspection or the report, kindly send an email to inspections@nasia.gov.gh or phone on 0302782318,0302907589 or 0545732688

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Acronyms

AVE	Average Variance Extracted
CR	Composite Reliability
DL+	Differentiated Learning Plus
ECE	Early Childhood Education
GALOP	Ghana Accountability for Learning Outcomes Project
GES	Ghana Education Service
GPS	Global Positioning System
ICT	Information and Communication Technology
IEF	Inspection Evaluation Framework
IP	Inspection Panel
IPA	Innovation for Poverty Action
KG	Kindergarten
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NaCCA	National Council for Curriculum and Assessment
NaSIA	National Schools Inspectorate Authority
NTC	National Teaching Council
PTA	Parent–Teacher Association
r	Correlation Coefficient
SEL	Social and Emotional Learning
SEN	Special Educational Needs
SLM	School Leadership and Management
SMC	School Management Committee
T&L	Teaching and Learning
TLRs	Teaching and Learning Resources
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
α (alpha)	Cronbach's Alpha (Reliability Coefficient)

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Acknowledgement

The successful conduct of the Pilot Study involving inspections of sixty-two Kindergarten schools and the development of this Aggregate Report would not have been possible without the collaboration and commitment of our key partners and stakeholders.

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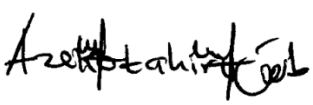
To all individuals, inspectors, and field officers who contributed their time, knowledge, and dedication in diverse ways, we express our deepest gratitude. Your collective efforts made this work possible.



PROFESSOR SALIFU TAHIRU AZEKO
(INSPECTOR-GENERAL OF SCHOOLS)

1.0 Executive Summary

1.1 Purpose of the pilot study

The pilot study was undertaken by the National Schools Inspectorate Authority (NaSIA) in collaboration with Innovation for Poverty Action (IPA) to test and validate the revised Kindergarten (KG) Inspection Tools and Descriptors before their national rollout. The goal was to assess the clarity, practicality, and effectiveness of the revised tools in capturing essential dimensions of quality in early childhood education across Ghana. The study also sought to ensure that the revised framework reflects current priorities in Early Childhood Education (ECE)—including play-based, inclusive, and learner-centred pedagogies—while remaining user-friendly and adaptable for both public and private kindergarten institutions across diverse contexts and locations.

1.2 Overview of the tool tested

The revised KG Inspection Tool was developed to enhance NaSIA's ability to systematically assess quality in pre-tertiary education at the foundational level. It focuses on two areas: school leadership and management, and teaching and learning practices. The tool introduces new descriptors to assess inclusive education, play-based learning, continuous assessment, and family and community engagement areas increasingly emphasised in Ghana's early learning reforms. A total of 64 KG schools (4 from each of the 16 regions, equally split between urban and rural localities) participated in the pilot, allowing for national representation and comparative analysis across contexts.

1.3 Methodology

The study employed a mixed-method validation design, integrating quantitative and qualitative analyses. A multi-stage cluster sampling was used to ensure national coverage and balance between urban and rural settings. Data were analysed using descriptive statistics, Cronbach's alpha reliability test, and confirmatory validity measures (Composite Reliability, Average Variance Extracted, and Discriminant Validity). Inspectors' feedback was thematically analysed to assess usability, clarity, and contextual relevance. The triangulated approach ensured both statistical and experiential validation of the tool.

1.4 Key findings on tool performance

The pilot findings confirm that the tool aligns strongly with Ghana's ECE standards and effectively captures key constructs such as play-based learning, inclusion, and teacher–learner interaction. Reliability analysis produced satisfactory to excellent Cronbach's alpha values ($\alpha \geq 0.70$) and strong construct validity, confirming the tool's measurement robustness. However, inspectors identified areas needing refinement. Indicators on learner engagement, outdoor learning, assessment practices, family and community participation, and safeguarding require clearer descriptors and more practical guidance. While 79% of inspectors agreed that the tool is adaptable across both urban and rural contexts, some noted disparities in infrastructure and resources that could influence scoring. Overall usability and structure were rated highly, though certain sections were deemed lengthy or conceptually overlapping.

1.5 Recommendations for tool refinement

To strengthen the tool's effectiveness and usability, the following steps are recommended:

1. Refine indicators and descriptors to reduce redundancy, improve clarity, and incorporate age-appropriate examples.
2. Expand content coverage to better capture learner engagement, continious assessment, family and community participation, and outdoor learning.
3. Enhance contextual sensitivity by integrating guidance notes that recognise urban–rural disparities while maintaining uniform quality standards.

4. Provide capacity building for inspectors and teachers through refresher training in ECE pedagogy, curriculum alignment, and rating interpretation.
5. Optimise digital usability by simplifying data fields, adding skip logic, and automating summaries in the electronic version.
6. Institutionalise collaboration and periodic review among NaSIA, NaCCA, GES, and NTC to sustain alignment with evolving ECE standards.

2.0 Introduction

2.1 Background

In 2020, the National Schools Inspectorate Authority (NaSIA), in collaboration with UNICEF, developed a standardised Kindergarten (KG) Inspection Framework, including inspection tools and descriptors, to guide the systematic assessment of quality in early childhood education institutions across Ghana. This initiative was part of a broader effort to strengthen the regulation, monitoring, and improvement of teaching and learning in pre-tertiary institutions, particularly at the foundational level. The development process was led by a Technical Working Group (TWG) composed of key early childhood education (ECE) stakeholders, including representatives from government agencies, development partners, and education experts. The group's mandate was to create a consistent and evidence-based framework for inspecting KG schools that would enhance quality assurance, promote accountability, and ensure compliance with established standards. The inspection tools produced were designed to evaluate critical domains such as school leadership, teaching and learning practices, teacher professional competence, learner engagement, and the quality of the learning environment. These tools (since their introduction) have been used nationwide to guide NaSIA's inspections of public and private KG institutions. Their implementation has contributed significantly to improving the consistency of inspection processes, strengthening institutional compliance, and promoting better learning outcomes. The framework has also served as a reference point for identifying areas of strength and weakness within the KG sub-sector, thereby informing capacity-building initiatives and policy interventions.

Despite these achievements, the early childhood education context in Ghana has evolved considerably since 2020. New national policies, innovative pedagogical models, and development partner interventions, such as the Differentiated Learning Plus (DL+) programme, the Ghana Accountability for Learning Outcomes Project (GALOP) scale-up, and curriculum enhancements by the National Council for Curriculum and Assessment (NaCCA), have introduced new expectations for quality assurance in KG education. These developments emphasise play-based learner-centred teaching methodologies, continious assessment, inclusive education, and increased family and community engagement. Given these shifts, it has become necessary to review and update the existing KG inspection framework, tools, and descriptors. The revised framework must capture the new realities of early childhood education delivery in Ghana and ensure that inspection practices remain relevant, effective, and responsive to current sectoral priorities. This review presents an opportunity for NaSIA to consolidate progress made so far while aligning inspection processes with emerging best practices and Ghana's broader educational transformation agenda.

2.2 Purpose of the Pilot Study

The pilot study aims to test the practicality, clarity and effectiveness of the revised Kindergarten (KG) inspection tools and descriptors before their nationwide rollout. Specifically, the pilot will provide empirical evidence on how well the updated tools capture the essential dimensions of quality in KG teaching, learning, and leadership across diverse school settings in Ghana. Through the pilot, NaSIA seeks to determine whether the revised tools adequately reflect current early childhood education (ECE) practices, policies and priorities such as play-based and inclusive education, child-centred pedagogy, learner assessment, teacher professionalism and family engagement. The exercise will also assess the usability and consistency of the tools among inspectors, identify potential ambiguities in the indicators or descriptors, and ensure that the rating scales produce reliable and comparable results across different regions and school contexts. Also, the pilot study will serve as an opportunity to collect feedback from inspectors, school heads, and other key stakeholders on the functionality of the revised tools. Insights generated from this process will guide further refinement of the tool and ensure that it is user-friendly, contextually relevant and capable of driving improvements in teaching and learning outcomes at the KG level.

3.0 Methodology

3.1 Study Design

The pilot study employed a multi-stage cluster sampling design to ensure that the selected schools reflected the diversity of kindergarten (KG) schools across Ghana's regions. In the first stage, all 16 administrative regions of Ghana were included to provide national coverage. Within each region, districts were used as the primary clusters for the selection of schools. From each selected district, schools were classified according to their locality type: urban or rural, based on official classifications from the Ghana Statistical Service and the Ministry of Education. Two districts were ultimately selected from each region. In the second stage, 2 KG schools were selected from each of the 2 districts sampled within each region, comprising 2 urban and 2 rural schools from each region. This approach ensured a balanced representation of schools operating in different geographical contexts while maintaining uniformity in the number of schools drawn from each region.

In total, 64 KG schools were included in the pilot sample, 4 from each of the 16 regions. This even allocation allowed comparisons across regions and localities, helping to identify variations in teaching and learning conditions, leadership practices, and the overall quality of KG education delivery. The inclusion of both urban and rural schools was particularly important for capturing contextual differences that influence instructional practices, resource availability, and learner experiences. The selected schools formed the basis for testing and validating the revised Kindergarten Inspection tools. By spreading the sample evenly across all regions and balancing urban and rural representation, the pilot design provided a robust foundation for assessing the usability, relevance and effectiveness of the inspection tools under varied school conditions nationwide.

3.2 Scope and Coverage

The map (Figure 3.2) illustrates the geographical distribution of sampled Kindergarten (KG) schools across Ghana's 16 administrative regions. Out of the 64 schools, 63 schools were successfully assessed. However, 62 schools were retrieved and analysed successfully. The red markers indicate the specific locations where the inspections were conducted. The distribution reflects a deliberate effort to ensure regional representation to capture variations across the country's early childhood education landscape. As shown, the sampled schools are widely spread across the northern zone, and clustered in the middle and southern zones due to the nature settlements.

The spatial distribution demonstrates that the pilot exercise achieved national coverage and contextual balance, making the findings representative of the varied early childhood education settings across Ghana. This broad-based sampling enhances the generalizability of the validation results and supports the tool's adaptability for both urban and rural KG contexts.

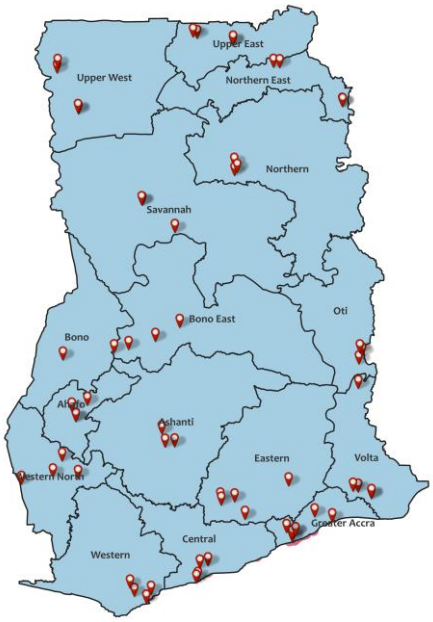


Figure 3.2: Distribution of sampled schools across Ghana

3.3 Data Processing and Analysis

A mixed-method validation framework was adopted, integrating quantitative and qualitative analyses. Quantitative analyses focused on assessing the internal structure and consistency of the tool's constructs, while qualitative content

analysis was used to interpret inspectors' feedback on clarity, usability, and contextual relevance. The framework was guided by established standards for educational measurement and instrument validation.

3.3.1 Content Validation Analysis

Descriptive statistics were used to summarise inspectors' responses across tool components, including indicators on teaching and learning, inclusion, safeguarding, and family and community engagement. Frequencies and percentages were computed to quantify the proportion of inspectors who rated each indicator as "adequate," "slightly adequate," or "inadequate". Inspectors' qualitative comments were thematically analysed to identify patterns of agreement, content gaps, and usability challenges. These qualitative themes were cross-referenced with quantitative proportions to assess the content validity of the tool and the degree to which items reflect the constructs they intend to measure.

3.3.2 Reliability Testing

Internal consistency reliability was examined using Cronbach's alpha (α) for each construct and its corresponding indicators. A threshold of 0.70 was adopted as the minimum acceptable level of reliability. Alpha values were interpreted as follows:

- $\alpha \geq 0.90 \rightarrow$Excellent reliability
- $0.80 \leq \alpha < 0.90 \rightarrow$ Good reliability
- $0.70 \leq \alpha < 0.80 \rightarrow$ Acceptable reliability
- $\alpha < 0.70 \rightarrow$ Weak reliability (requiring revision)

This analysis enabled the identification of indicators that consistently measure the same latent construct and those that require refinement.

3.3.3 Construct Validity

Beyond internal consistency, Composite Reliability (CR), Average Variance Extracted (AVE), and Discriminant Validity were computed for the two main latent constructs: School Leadership and Management and Teaching and Learning, to assess the robustness of the measurement model.

- **Composite Reliability (CR):** Calculated to determine the overall reliability of each construct, with values ≥ 0.70 indicating strong construct stability.
- **Average Variance Extracted (AVE):** Used to measure the amount of variance captured by the construct relative to measurement error, with AVE ≥ 0.50 indicating adequate convergent validity.
- **Discriminant Validity:** Assessed using the Fornell–Larcker Criterion, which requires that the square root of AVE for each construct exceeds its correlation with other constructs. This ensures that each construct is empirically distinct.

3.3.4 Processing and Analytical Tools

Quantitative analyses were conducted using STATA version 18. Descriptive and thematic analyses of inspector feedback were completed using Microsoft Excel and NVivo to triangulate quantitative results with qualitative insights. Data were cleaned, coded and checked for completeness before analysis.

4.0 Tool Validation and Reliability Testing

4.1 Content Validity

4.1.1 Integrating new ECE practices into the inspection tools

A significant majority of Inspectors (85.71%) confirmed the tool's adequacy in assessing the fidelity of implementation of new Early Childhood Education (ECE) pedagogical practices. Specifically, the tool was commended for its capacity to capture instructional approaches that reflect core ECE principles such as play-based learning, use of songs and rhymes, manipulation of concrete materials, and opportunities for exploration, all of which align with national ECE standards and developmentally appropriate practices. Additionally, Inspectors recognized the tool's sensitivity to inclusive and gender-responsive pedagogies, noting that it adequately captures teachers' effort to provide equitable learning opportunities and promote a child-centered environment. The tool also facilitates assessment of teacher competence in lesson planning, integration of learning areas, contextualization of content, and establishment of learning centers that stimulate engagement.

On the other hand, a minority of Inspectors (14.29%) highlighted technical limitations within the tool. Key concerns included its insufficient measurement of learner engagement processes, particularly how teachers employ questioning techniques to promote active participation. Inspectors also observed that the tool underrepresents indicators relating to self-learning and exploratory activities, such as storytelling and child-led play. Furthermore, gaps were identified in its ability to assess pedagogical continuity across sequential lesson phases, including the transition from welcoming routines to circle time and core learning activities (Table 4.1.1).

Table 4.1.1: Tool to assess how well teachers implement the new ECE practices

	N	Perc	Key mentions/comments	N
Yes	12	85.71%	Use of songs, rhymes, manipulatives, play and exploration aligns with ECE standards.	6
			There are equal opportunities for male and female learners; inclusive and responsive environments; and inclusive, child-centred approaches.	5
			Teacher pedagogy, lesson preparation, integration of learning areas, localisation of content, use of starters, creation of learning centres	5
No	2	14.29%	Learners at this stage are unable to ask questions, so should capture how teacher engages learners by asking questions.	2
			Tool lacks input on learners' participation in self-learning and related stimulating activities (learning centres, storytelling).	1
			Tool does not capture continuity or connection across lesson phases (welcoming, circle time, activities).	1

4.1.2 Strengthening indicators for teacher practice, learner assessment, TLRs, inclusion, and safeguarding

As shown in Table 4.1.2a, an overwhelming majority of inspectors (92.86%) agreed that the tool provides a clear and reliable reflection of teachers' instructional delivery and learner–teacher interactions during classroom observation. This suggests that the instrument effectively captures core teaching practices such as lesson organization, teacher–learner engagement, use of instructional resources, and assessment practices. However, one Inspector noted that the tool gives limited attention to outdoor and experiential learning activities, particularly in tracking the duration and pedagogical value of such sessions. This observation highlights a content gap that could restrict the tool's ability to present a complete picture of teachers' instructional methods beyond the classroom.

Table 4.1.2a: Tool clearly captures teacher instructional practices and classroom interactions

	N	Perc	comment	N
Yes	13	92.86%		
No	1	7.14%	The tool did not ask enough questions about outdoor learning such as how many minutes is allocated to outdoor learning.	1

All inspectors (100%) confirmed that the sub-indicators relating to learner assessment, teaching and learning resources (TLRs), inclusion, and safeguarding were clearly articulated and accurately captured the intent of each construct. This uniform agreement indicates that the tool exhibits strong measurement clarity and construct alignment, ensuring that each sub-indicator corresponds directly to the operational definitions of the inspection indicators.

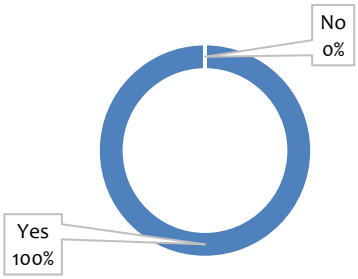


Figure 4.1.2: Sub-indicators on learner assessment, TLRs, inclusion and safeguarding clear and reflective of the intentions of the questions

Analysis of inspectors' feedback (Table 4.1.2b) on the subject reveals a pattern of operational and construct-related challenges that impact the precision, efficiency, and contextual adaptability of the inspection tool. The two most frequently cited issues, tool complexity and indicator clarity (each mentioned by 28.6% of Inspectors), signal a need for streamlining and semantic refinement to enhance internal coherence.

Inspectors noted that *"the questions were lumped up together and were many"*, emphasizing that the current design of the tool demands substantial recall effort and prolongs the observation-to-rating cycle. Ambiguities within inclusion and safeguarding indicators (28.6%) were viewed as sources of inconsistency, particularly at kindergarten level, where *"some indicators are not KG related"* and lack observable evidence.

Approximately 21.4% of inspectors highlighted concerns with learner assessment and safeguarding sections, describing them as narrow in scope and difficult to measure due to the absence of performance-based or behavioral evidence. For instance, one inspector observed that *"teachers never assess the learner during the observation period,"* indicating limited opportunity to verify assessment practices in real time.

Operational constraints were also evident: 14.3% of Inspectors found that a one-hour observation period curtailed their ability to capture complete lesson sequences, while an equal proportion pointed to resource inequalities that distort ratings on TLR adequacy, especially where *"schools don't have the requisite facilities."*

The synthesis suggests that these limitations collectively affect the tool's content validity. The proposed solutions are simplifying sections, providing level-specific rubrics, and include explicit descriptors for inclusion and safeguarding constructs. Also, a minority (7.1%) emphasised the need for dual-teacher observation protocols to reflect co-teaching environments, while 21.4% affirmed the tool's usability, suggesting that its overall structure remains sound but requires targeted refinements rather than full redesign (Table 4.1.2b).

Table 4.1.2b: Challenges faced in administering the section and recommendations to make it better

Theme	Description	N	Quotes/Evidence
Tool Length, Complexity, and Overloaded Questions	The tool is too long, complex, or has too many questions grouped, making recall and completion difficult.	4	"The questions were lumped together and were many…" / "Length and complexity of the tool…" / "The information the tool seeks to elicit seems numerous."
Indicator Clarity and Relevance	Some indicators are vague, too broad, or not applicable to the KG level (especially inclusion and safeguarding).	4	"Some indicators under inclusion and safeguarding required further clarification…" / "Some indicators are not KG related." / "Sub-indicators too broad, making it hard to assign accurate ratings."
Assessment Approach and Adequacy	Assessment of learners not holistic; limited to simple Q&A rather than deeper engagement or performance-based observation.	3	"Assessment of learners was not holistic…" / "Teachers never assess the learner during the observation period."

Observation Duration (Time Constraints)	One-hour observation period too short to capture all lesson phases and teacher–learner interactions.	2	"Using 1 hr to observe a lesson was inadequate…"
School Infrastructure and Resources	Schools lack the materials, facilities, and TLRs required to meet tool indicators, affecting accurate assessment.	2	"School doesn't have the requisite facilities…" / "TLR assessment did not account for resource variations between urban and rural schools."
Safeguarding and Inclusion Challenges	Difficulty assessing safeguarding and inclusion indicators due to unclear descriptors and limited observable evidence.	3	"Safeguarding indicators lacked clear descriptors…" / "Inclusion indicators difficult to assess due to lack of observable evidence."
Tool Design and Improvement Recommendations	Recommendations to simplify, streamline, merge related indicators, add guidance notes, and create age-specific rubrics.	3	"Simplify and streamline the tool…" / "Develop level-specific rubrics…" / "Add guidance notes or checklists…"
Measurement Difficulty for Specific Indicators	Difficulty measuring abstract constructs such as "teacher expectations" or behavioural standards.	2	"Measuring this indicator was quite difficult…" / "How to measure teachers' high expectations…"
Teacher Coverage (Two Teachers in Class)	Suggestion that the tool should assess all teachers in co-taught classes.	1	"Tool should assess all teachers in a class, especially for classes with two teachers."
No Challenge / Positive Feedback	Some Inspectors faced no difficulties using the tool.	3	"No major challenge was encountered." / "None."

4.1.3 Inclusion of Family and Community Engagement

Out of fourteen inspectors, 9 (64.3%) rated the tool as slightly adequate in assessing family and community participation in KG education, while only 5 (35.7%) rated it adequate or higher. This distribution suggests that the current version of the tool partially operationalises community engagement constructs, with substantial room for improvement in both item content and measurement depth. Inspectors consistently noted that while the tool recognises formal structures such as Parent–Teacher Associations (PTAs) and School Management Committees (SMCs), it lacks performance-level indicators that capture qualitative dimensions of engagement, such as the Frequency, influence, and outcomes of family participation in learning and decision making. The dominance of "slightly adequate" ratings therefore reflects limited construct coverage and sensitivity, especially in detecting the intensity and impact of community involvement on early learning.

The absence of "not adequate" responses (0%) indicates that the tool provides at least a baseline framework for assessing family involvement. However, its current structure appears to emphasize attendance and formal representation over interactive and pedagogical collaboration between schools and communities. Technically, this pattern points to moderate content validity and limited construct saturation within this domain

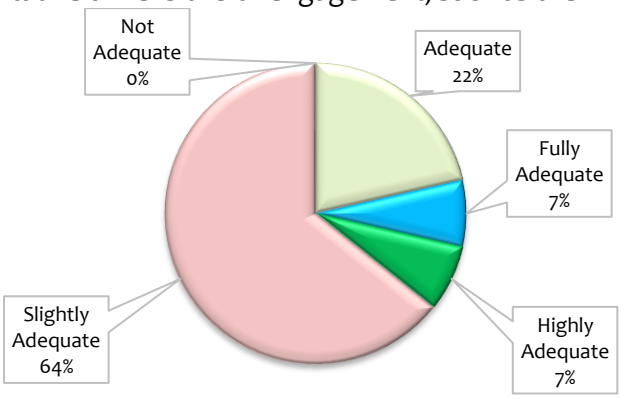


Figure 4.1.3: Adequacy of the tool in assessing involvement of families and communities

Of the 14 Inspectors, about 79% confirmed that the indicators meaningfully address parental and community participation in KG education, while 3 Inspectors (21.4%) found the coverage inadequate. The prevailing consensus suggests that the tool exhibits sound domain alignment, especially in identifying formal engagement structures such

as Parent–Teacher Associations (PTAs), School Management Committees (SMCs), and community-led contributions to resource mobilization. Inspectors' qualitative remarks reveal that the existing indicators successfully elicit evidence on parental attendance at school meetings, community involvement in infrastructure improvement, and joint monitoring of learning outcomes. These components correspond to observable and verifiable aspects of community participation within the early childhood education (ECE) system. However, dissenting inspectors emphasized that the tool remains structurally biased toward formal institutional participation, neglecting everyday parental practices that influence children's learning trajectories. For instance, activities such as parental support for homework, engagement in storytelling, or monitoring attendance were reported as underrepresented. This indicates a construct deficiency in capturing the qualitative intensity of engagement beyond surface-level participation.

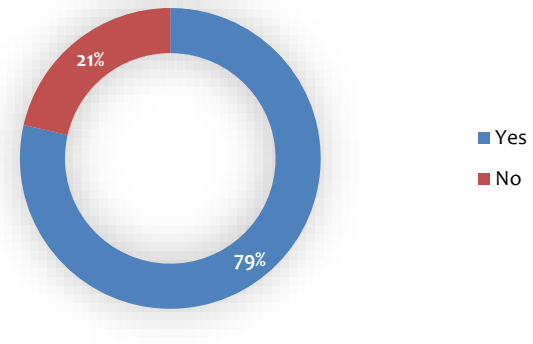


Figure 4.1.3b: Indicators capture meaningful aspects of parental and community engagement

Feedback on gaps and areas of improvement from inspectors reveals that while the family and community engagement section of the tool provides a foundational framework, several construct and operational gaps undermine its capacity to capture the full spectrum of stakeholder participation in early childhood education. The most recurrent issue, raised by six inspectors (42.9%), concerns the lack of structured parent–teacher communication mechanisms. Inspectors noted that the tool does not sufficiently measure how information on learner progress, wellbeing, and home learning is shared and acted upon. As one inspector remarked, *"How often do parents give feedback…"*, underscoring a missing feedback loop that is essential for a continuous learning partnership. About one in five inspectors (21.4%) further emphasised the need to assess the frequency and quality of engagement rather than its mere occurrence. This reflects a recognition that interactional depth and consistency, not just participation, count, determine the effectiveness of school-community collaboration.

Indicators on home-school linkages (14.3%) and community accountability (21.4%) were also identified as underdeveloped. Inspectors recommended including items that validate teacher home visits, parent consultations, and evidence of community monitoring or feedback. Such refinements would enhance the tool's ecological validity, ensuring it captures engagement as experienced across varying social and infrastructural contexts. A smaller subset of Inspectors (7.1% each) highlighted the absence of cultural contextualization and KG-specific framing, arguing that engagement indicators should reflect localised communication norms and the distinct developmental needs of early learners. This is particularly relevant in culturally diverse or resource-constrained settings where informal and collective engagement modalities predominate.

Table 4.1.3: Gaps and Areas for Strengthening

Theme	Description	N	Quotes / Evidence
Parent–Teacher Communication and Feedback	Need for stronger, more regular communication between teachers and parents about learners' progress, wellbeing, and homework; inclusion of feedback mechanisms.	6	"Effective means of communication between class teachers and parents…" / "How often do parents give feedback…" / "Adding an indicator on how schools communicate learning outcomes to parents…"
Parental Involvement in School	Suggests increasing parental participation in school governance, decision-making, and assessment processes.	2	"Parents should be involved more in the school's decision making…" / "Parent or community members should be given the opportunity to assess the school."

Decision-Making			
Frequency and Quality of Engagement	Need for indicators on how often and how well parent–teacher interactions or community participation occur.	3	"Capture frequency and quality of parent-teacher interactions…" / "Documentation of frequency of feedback…"
Home-School Linkages and Support	Encouraging home visits, individual discussions with parents, and greater awareness of learners' attitudes or performance at home.	2	"Some teachers go the extra mile to visit the house of their learners…" / "Invite all parents to discuss their wards' attitude and performance individually."
Community Participation and Accountability	Calls for clearer indicators of community participation (PTA, SMC, local cultural groups) and their accountability or monitoring roles.	3	"Tool was limited to PTA and SMC meetings." / "Verify community participation, accountability and feedback loops."
Cultural Relevance and Sensitivity	Suggestion that engagement approaches should reflect community context and cultural norms.	1	"Cultural relevance and sensitivity (verify)."
Early Childhood Focus (KG-specific)	The section should focus on parental/community roles specific to KG rather than the entire school.	1	"Questions should determine the role of the community in KG education only."
No Change / Adequate as is	Inspectors who said the section was fine, complete, or had no issues.	3	"I think it is okay." / "The tool is complete in this aspect." / "None."

4.1.4 Adaptability across contexts

From Table 4.1.4, 11 (79%) of the Inspectors expressed confidence that the tool is sufficiently adaptable for use in both urban and rural KG environments, while 2 (14%) disagreed and 1 (7%) provided a qualified endorsement contingent on contextual adjustments. The predominance of affirmative responses indicates that the tool possesses high procedural flexibility and generalizability, reflecting well-designed core constructs that transcend geographic disparities. However, the minority positions highlight contextual and implementation gaps in rural settings. Inspectors who offered conditional assessments pointed to structural inequities between urban and rural schools that could compromise uniform scoring. These include variations in infrastructure, which influence the observability of indicators tied to pedagogy, learner support, and resource utilisation. The said Inspector summarised this by noting that the tool *"is applicable if refinements are made to address context and infrastructure differences,"* highlighting a need for calibration rather than redesign.

Table 4.1.4a: Applicability of the tool in urban and rural KGs

Response	N	Perc	Description
Yes	11	79.00%	The majority affirm that the tool can be used in both urban and rural KG settings.
Conditional / Qualified Yes	1	7.00%	The tool is applicable if refinements are made to address context and infrastructure differences.
No	2	14.00%	Inspectors note contextual limitations in rural schools (resources, attendance, infrastructure).

The qualitative explanations provided by inspectors reinforce the mixed but largely affirmative quantitative findings regarding the tool's applicability across urban and rural KG settings. A clear majority viewed the instrument as conceptually broad, standardised, and technically sound, while a smaller group pointed to contextual constraints that could influence implementation fidelity and measurement accuracy.

Approximately 43% of inspectors described the tool as generic and universally applicable, arguing that its indicators are sufficiently abstracted from local conditions to capture the core dimensions of instructional quality, inclusion, and learner support across all environments (Table 4.1.4b). These Inspectors characterised the tool as a "universal reference instrument" for KG assessment, capable of offering comparable data across diverse schools. However, 29% of inspectors highlighted the necessity of contextual refinement, as one Inspector mentioned, "Slight adjustments to reflect contextual resource differences would enhance fairness." This group pointed to resource and infrastructural disparities that, if not addressed, could lead to systematic bias against rural schools during inspection scoring.

Indeed, infrastructure and TLR deficits, mentioned by four inspectors (28.6%), emerged as a recurrent technical limitation. Inspectors observed that rural institutions often lack the material and digital inputs required to demonstrate compliance with some indicators, resulting in an observational disparity rather than genuine differences in educational quality. A smaller subset (21.4%) advocated for uniform national standards, contending that differentiated expectations would undermine data integrity and accountability comparability. This stance reflects a commitment to measurement equity, where contextual realities are acknowledged but do not compromise the integrity of the quality benchmarks. Further, rural-specific barriers (14.3%), such as inconsistent attendance patterns and limited administrative literacy, were flagged as latent factors that constrain indicator observability. Despite these challenges, 14.3% of inspectors emphasised that the tool's design remains methodologically robust, noting that "indicators are broad enough to apply in both contexts."

Table 4.1.4b: Reasons for applicability response in table 4.1.4a

Theme	Description	N	Quotes / Evidence
Generic and Standardised Applicability	The tool is seen as general, universal, or suitable for all KG schools regardless of location.	6	"It is very generic and does not have any limitations to urban or rural setting." / "The tool gives an insight into all kindergarten schools in general."
Need for Contextual Adjustments	Recognition that while the tool applies broadly, adjustments are needed to account for contextual realities in rural schools.	4	"Slight adjustments to reflect contextual resource differences would enhance fairness." / "The tool must be refined, and it will achieve its purpose."
Infrastructure and Resource Gaps in Rural Areas	Challenges with inadequate infrastructure, teaching and learning resources (TLRs), and digital tools in rural settings.	4	"Rural schools often have limited TLRs and infrastructure." / "Challenge is the infrastructure and resources deficit."
Uniform Standards and Fairness	Belief that the same quality standards should apply in both settings, to ensure fairness and consistency.	3	"We cannot use different standards to measure the same thing." / "It is expected that both urban and rural settings achieve the same indicators."
Rural-Specific Barriers	Specific rural conditions like lateness due to farming or unfamiliarity with administrative requirements (e.g., environmental permits).	2	"In rural settings, learners are unable to come to school early." / "Request for environmental permit alien to them."
Effectiveness in Measuring Quality	Tool captures universal aspects of quality teaching, learning, and inclusion, applicable across contexts.	2	"The tool focuses on universal aspects of quality teaching and learning." / "Indicators are broad enough to apply in both contexts."

4.1.5 Usability and Clarity of the Tool

The aggregated responses reveal a high level of inspector satisfaction with the usability and structural logic of the KG inspection tool. For all three usability indicators, over 70% of inspectors rated their agreement between 4 and 5, indicating that the instrument is largely user-friendly, methodologically coherent, and procedurally supportive during field implementation Table 4.1.5.

Ease of Use:

The statement "The tool was easy to use during field inspections" recorded 64.3% agreement (rating 4) and 7.1% strong agreement (rating 5), demonstrating that inspectors generally found the tool easy to use. Only 7.1% registered modest agreement, suggesting isolated concerns of tool friendliness.

Structural Guidance for Evidence Collection:

Similarly, 71.4% of inspectors rated between 4 and 5, confirming that the tool's layout and sequencing enhanced procedural accuracy and evidence tracking. This reflects strong construct-operational alignment, the ability of the instrument's structure to logically support data collection flow from classroom observation to scoring. Nonetheless, 14.3% expressed partial disagreement, indicating potential need for improved section transitions or clearer data entry prompts to minimise cognitive load in real-time field use.

Clarity of Indicators and Rating Guides:

For this statement, 57.1% of inspectors expressed high agreement (levels 4–5), while 28.6% remained neutral (level 3). The lower ratings relative to usability suggest a semantic precision gap, particularly in the rating scale descriptors and indicator definitions. This reflects moderate interpretive variability, which could affect inter-rater reliability during scoring, especially when distinguishing between "adequate" and "highly adequate" performance levels.

Table 4.1.5a: Level of usability and clarity of the tool

Agreement level	1	2	3	4	5
The tool was easy to use during field inspections.	0.00%	7.14%	21.43%	64.29%	7.14%
The structure of the tool guided my evidence collection effectively.	0.00%	14.29%	14.29%	64.29%	7.14%
The indicators and rating guides were clear and well-defined.	0.00%	14.29%	28.57%	50.00%	7.14%

Inspectors' explanations for their usability and clarity ratings reveal a generally positive but critically nuanced view of the tool's operational design, structure, and rating system. Overall, the dominant comments point to a balance between functional ease and technical precision challenges, reflecting the inspectors' professional engagement with the tool in real field conditions. The most frequently cited factor, reported by six inspectors (42.9%), concerned the clarity and internal organisation of indicators and rating scales. Inspectors praised the logical sequencing and well-defined structure of the tool, but also identified semantic overlap among certain descriptors (Table 4.1.5b). This suggests that while the instrument exhibits high construct coherence, it still requires descriptor disaggregation to ensure that each rating category (e.g., "adequate," "good," "highly adequate") represents a distinct performance level. As one inspector noted, "Differentiation between the ratings is very tricky; they are closely related."

Similarly, five inspectors (35.7%) commended the tool's user-friendliness, describing it as "straightforward" and "logically structured." This indicates strong procedural usability, particularly in its digital version, where navigation and data entry were reported to be efficient and intuitive. Yet, 21.4% of Inspectors noted that the tool's length and redundancy posed a practical challenge during observation, emphasising the need for streamlining through better sectioning and reduced item duplication. Contextual alignment also emerged as a key issue. Two inspectors (14.3%) observed that certain indicators were not developmentally appropriate for KG or reflected general school-level constructs rather than early childhood education realities. For example, indicators that presuppose written documentation or formal planning cycles may not align with the pedagogical practices typical of early learning settings.

In addition, 14.3% of inspectors flagged evidence-collection difficulties, particularly where schools lacked documentation to substantiate ratings. This evidentiary gap introduces measurement bias, as inspectors may rely on inferred rather than verified judgments. Linked to this, two Inspectors cited rating scale ambiguity and subjective interpretation, highlighting the need for rater calibration and anchor examples to minimise variability in scoring.

Minor but insightful feedback on technical fields, digital flow, and experience-based judgments adds to the picture of a tool that is functionally robust yet in need of targeted refinements. Removing redundant fields (e.g., school website,

telephone number), improving digital flow, and integrating guidance for early childhood settings would enhance both instrument precision and field efficiency.

Table 4.1.5b: Explanations to the level of usability and clarity of the tool agreements

Theme	Description	N	Quotes / Evidence
Clarity and Structure of Indicators and Ratings	Positive feedback on well-defined ratings and coherent organization, but some noted confusion due to overlapping indicators or closely related rating options.	6	"The questions on the tool were coherently arranged." / "The ratings were well defined." / "Differentiation between the ratings is very tricky; they are closely related." / "Some of the descriptors overlap…"
Ease of Use / User-Friendliness	Tool described as easy to use, structured logically, and straightforward to navigate during inspections.	5	"The tool was very easy to use and understand." / "The digital version of the tool was user-friendly and logically structured." / "So most of the tools is a straight forward thing…"
Overlap, Redundancy, or Length of Questions	Several responses mention too many questions, overlapping items, or the need to shorten and structure sections better.	3	"Observations questions were plenty." / "Some of the descriptors overlap." / "Subsections can be created."
Contextual Limitations / Applicability to KG Level	Parts of the tool or some indicators do not fully fit KG context; need to adjust descriptors for early childhood settings.	2	"Some sections do not directly relate to KG schools." / "Descriptors should be reduced and tilted towards KG."
Evidence Collection Challenges	Difficulty rating indicators when schools lack supporting evidence (documents, proof, or records).	2	"Some schools couldn't provide clear evidence of documents making ratings difficult." / "Need to record number of meetings with evidence."
Rating Scale Difficulty	Unclear or too-close rating categories made distinguishing between satisfactory and good ratings challenging.	2	"Differentiation between the ratings is very tricky." / "Threshold for a school to be ranked satisfactory or good was very high."
Subjectivity and Interpretation	Need for clearer rating guidance or examples to ensure consistent judgments across inspectors.	2	"Indicators required subjective judgment." / "Short training sessions on rating interpretation would improve accuracy."
Technical and Data Fields Issues	Concerns about irrelevant or non-existent fields (e.g., school website, telephone, staff ID) in the tool.	1	"Website should be taken out as well as the school telephone number as it practically does not exist."
Digital Experience and Flow	Digital version seen as efficient but could benefit from better flow between sections.	1	"Digital version… user-friendly… tools should flow to ensure a smooth inspection."
Experience-Based Ratings	Inspectors' ratings were informed by first-hand classroom observations and fieldwork experiences.	1	"My selected ratings were informed by my first-hand experience using the tool during classroom observations."

4.1.6 General observations and experiences with the tool

The responses show that the tool is generally well aligned with the pedagogical and operational realities of KG classrooms, though inspectors identified notable coverage gaps in relation to emerging ECE curriculum expectations. A plurality of Inspectors (35.7%) agreed that the tool accurately captures core ECE constructs such as child-centred learning, play-based pedagogy, inclusion, and teacher–child interaction dynamics (Table 4.1.6a). This indicates strong content alignment between the tool's indicators and the competency-based and experiential approaches prescribed

in Ghana's KG curriculum. Inspectors emphasised that indicators on learning environment, TLR utilisation, and learner engagement resonate strongly with day-to-day instructional practices, underscoring the tool's face and construct validity in this domain. However, 28.6% of inspectors perceived partial reflection, that while the tool captures foundational teaching dimensions, it underrepresents certain contextual and process-oriented elements of KG pedagogy. These include group-based learning, outdoor play, and continuous assessment, all of which are pivotal for holistic early childhood development. The comment that "it doesn't entirely reflect that because it does not capture group activity, whether indoor or outdoor" suggests a gap in observational sensitivity to non-traditional, experiential learning spaces central to KG pedagogy.

A further 21.4% recommended technical refinement, citing the need to adjust the tool to reflect curriculum revisions and age-appropriate expectations. For instance, the restructured ECE curriculum emphasises foundational literacy, numeracy, and socio-emotional competencies; yet inspectors observed that the tool remains "too general" and insufficiently responsive to these updated priorities. This signals a need for periodic content calibration to maintain curricular coherence and avoid construct drift. Another 21.4% of inspectors affirmed positive contextual reflection, stressing that the tool mirrors classroom realities such as teacher–learner interactions and environmental setup. Their views reinforce the instrument's ecological validity, its ability to capture teaching and learning practices as they occur in real-world contexts.

Finally, the comment from one inspector (7.1%) on curriculum awareness gaps introduces an implementation dimension: even a technically sound tool may produce inconsistent results if school leaders and teachers are not conversant with the ECE curriculum standards it measures. This highlights the need for capacity strengthening and orientation prior to field deployment to ensure consistent and accurate application.

Table 4.1.6a: How tool reflect the actual classroom context and practices

Theme	Description	N	Quotes / Evidence
Alignment with KG Curriculum and Pedagogy	Tool aligns with play-based, child-centred, inclusive, and competency-based ECE curriculum elements.	5	"It captures many of the essential elements of the ECE curriculum, such as teacher–child interactions…" / "The tool adequately reflects the core practices of KG teaching such as child-centred learning…"
Partial Reflection / Gaps in Coverage	Tool reflects some but not all KG aspects, especially missing group activities, outdoor play, or continuous assessment.	4	"It doesn't entirely reflect that because it does not capture the group activity whether indoor or outdoor…" / "Could include more emphasis on continuous assessment and teacher reflection."
Need for Refinement / Fine-tuning	The tool is functional but needs review to better fit KG phases or adapt to curriculum updates.	3	"As the curriculum has changed… numeracy and literacy must be relooked in the tool." / "The tool is too general and should be modeled to fit the KG model."
Positive Reflection of Context	Tool reflects classroom realities accurately (e.g., TLR use, child engagement, teacher–learner interactions).	3	"The tool reflects accurately how teaching and learning are carried out in schools." / "It captures key aspects such as the learning environment…"
Curriculum Awareness Gaps	KG leaders may not be aware of new curriculum demands, affecting accurate use.	1	"Most KG leadership do not know the new demands of the ECE curriculum."

Table 4.1.6b sought Inspectors' opinion on sections of the instrument that requires improvement. Inspectors' responses to this question indicate that while the tool provides a solid framework for structured school inspection, several sections lack operational clarity and applied examples, limiting data consistency, scoring precision, and inter-rater reliability. The most frequently cited concern, raised by four inspectors (28.6%), relates to the Teaching and Learning section, where inspectors struggled with determining the scope of observation and applying uniform

judgment during classroom evaluations. Specifically, inspectors requested explicit exemplars for what constitutes effective classroom engagement, group work, and outdoor learning, core pedagogical elements in KG education.
Similarly, assessment indicators (14.3%) were identified as requiring enhanced descriptors that distinguish between satisfactory and unsatisfactory practices. As one Inspector noted, *"The assessment indicators could be enhanced to show how teachers use observation, portfolios…"*, reflecting the need for criterion-referenced descriptors linked to authentic assessment modalities used in early learning settings. Sections on inclusion, safeguarding, and learner support (14.3%) were also flagged for their lack of observable and context-specific indicators. The current phrasing appears conceptually sound but insufficiently practicable, which can produce divergent judgments among inspectors. Adding illustrative examples or observable benchmarks, for instance, what evidence constitutes a "safe learning environment" or "inclusive teaching practice", would improve measurement validity.
Administrative and data-entry components (14.3%) were another area of ambiguity. Inspectors reported difficulties interpreting data fields for school statistics and resources, especially when schools lacked standardised reporting formats. Without clear parameters for recording data, such as "number of desks" or "availability of toilets," inspectors may generate inconsistent entries, reducing data comparability across schools. Isolated feedback on leadership and management (7.1%) and overlapping descriptors (7.1%) further suggests that definitional clarity is needed to delineate responsibilities (e.g., inclusion of PTA roles) and to refine redundant or overlapping criteria that complicate rating decisions.

Table 4.1.6b: Sections of the tool that need clearer guidance or examples to ease data collection

Theme	Description	N	Quotes / Evidence
Teaching and Learning Section	Needs clearer guidance on observation, rating, and inclusion of outdoor or group learning examples.	4	"Teaching and learning." / "Observation in classroom."
Assessment Indicators	Need examples or descriptors for what constitutes satisfactory vs. unsatisfactory.	2	"The Assessment indicators could be enhanced to show how teachers use observation, portfolios…"
Inclusion, Safeguarding, and Learner Support	Sections require specific examples or observable indicators.	2	"Sections on inclusion, safeguarding, and learner assessment would benefit from sample observable indicators."
Leadership and School Management	Leadership-related roles unclear (e.g., PTA inclusion).	1	"Who constitute the leadership here, i.e., PTA included."
Administrative / Data Sections	Ambiguity in collecting school statistics, number of children, and resource data.	2	"School statistics collection (such as number of desks, toilets, enrolment)."
Descriptors Overlap / Rating Criteria	Some descriptors overlap, creating confusion during rating.	1	"The descriptor should be relooked at. There seems to be overlapping in some of them."

Inspectors' recommendations for improving the effective use of the inspection tool emphasise the need for targeted professional development, institutional coordination, and technical optimisation of the tool's design to enhance reliability and usability during field implementation. The most dominant comment, cited by six inspectors (42.9%), is the call for training and capacity building. Inspectors highlighted that while the tool is conceptually robust, inspectors require specialised orientation in early childhood education (ECE) pedagogy, curriculum interpretation, and rating methodology to ensure consistent and valid application (Table 4.1.6b). The suggestion for "short refresher training on ECE pedagogy" points to a perceived gap between inspectors' existing skillsets and the technical requirements of observing and assessing competency-based, play-oriented KG instruction. This highlights the need for structured training programs and periodic calibration exercises to sustain inter-rater reliability. A related but distinct comment

from two inspectors (14.3%) focused on collaborative orientation across key education oversight bodies, NaSIA, NaCCA, NTC, and GES. Inspectors argued that disparate interpretations of early learning indicators across agencies risk producing inconsistent standards of quality assurance. Institutional collaboration would thus foster conceptual alignment and strengthen the national inspection framework for early childhood settings.

Equally, two inspectors (14.3%) raised usability and design enhancement issues. They proposed adding digital functionalities such as skip logic, response prompts, and the removal of irrelevant data fields (e.g., those not applicable to KG). These refinements would reduce load during inspections and improve data integrity and efficiency, especially when using the digital version of the tool. Less frequently mentioned but technically significant recommendations included self-study and familiarisation (7.1%), which reflects inspectors' desire for autonomous learning opportunities before deployment, and resource strengthening (7.1%), which highlights systemic capacity constraints, specifically, insufficient inspection staff and logistical support. One inspector emphasised, "Every school should have at least 2 or 3 inspectors to help improve efficiency," indicating the need to address human resource bottlenecks in quality inspection. Lastly, one inspector (7.1%) called for a review of non-applicable indicators, recognising that the inclusion of items irrelevant to KG (e.g., infrastructure metrics designed for upper grades) reduces contextual accuracy and measurement validity.

Table 4.1.6c: Support to improve the effective use of the tool by Inspectors

Theme	Description	N	Quotes / Evidence
Training and Capacity Building	Call for refresher, induction, or specialized training on KG curriculum, ECE pedagogy, and inspection standards.	6	"Inspectors should be well trained on the KG curriculum." / "Increased training especially on the new curriculum." / "Short refresher training on ECE pedagogy."
Collaborative Orientation and Stakeholder Engagement	Need for cross-agency collaboration (NaSIA, NTC, GES, NaCCA, etc.) for shared understanding of ECE indicators.	2	"Periodic engagements between NaSIA, NTC, NaCCA, GES…"
Tool Design and Usability Enhancements	Suggestion to add skip buttons, remove irrelevant fields, or create prompts for data entry clarity.	2	"Introduce the skip button where necessary." / "There should be prompter on questions that the head teacher needs to provide."
Self-Study / Familiarization	Inspectors should have time to study the tool before application.	1	"We should be able to study the tool ourselves…"
Resource Provision and Staffing	Need for more inspectors and resources for efficiency.	1	"Every school should have at least 2 or 3 Inspectors to help improve efficiency."
Clarifying Non-Applicable Areas	Some areas not relevant to KG (e.g., desks) should be reviewed or removed.	1	"A review of the non-applicable areas."

4.2 Construct Reliability and Validity Tests

The reliability and validity analysis assessed the internal consistency, composite reliability, convergent validity, and discriminant validity of two latent constructs: School Leadership and Management (SLM) and Teaching and Learning (T&L). The findings provide strong evidence of the psychometric soundness of the constructs, although minor refinements are warranted for specific indicators.

The reliability test revealed that the School Leadership and Management construct showed satisfactory internal consistency, with an average Cronbach's alpha exceeding the minimum threshold of 0.70. This indicates that the indicators used to measure this construct were generally coherent and internally stable. However, variability was observed across individual indicators. The items "Sets clear vision," "Effective leadership," "Capacity to improve,"

and "Productive relations" recorded alpha values within the ideal range (approximately 0.78–0.80), suggesting dependable measurement consistency. In contrast, the indicators "Information management" and "Resource management" yielded relatively lower alpha values of 0.65 and 0.59, respectively, signaling weaker internal contributions to the construct and suggesting potential conceptual drift. The relatively low reliability coefficients for "Information management" and "Resource management" suggest that these items require further refinement. The issues may stem from ambiguous wording or conceptual overlap with administrative management rather than leadership practices. Revisiting the phrasing to focus more explicitly on strategic leadership behaviour, such as data-driven decision-making and instructional resource prioritization, could strengthen their contribution to the construct. The Composite Reliability (CR) of 0.88 confirmed that, despite item-level disparities, the construct maintains an overall high degree of reliability and measurement stability. The Average Variance Extracted (AVE) of 0.56 exceeded the recommended minimum of 0.50, demonstrating adequate convergent validity and implying that more than half of the variance in the observed indicators is explained by the latent variable. Also, the square root of the AVE (√AVE = 0.75) surpassed the inter-construct correlation coefficient (r = 0.40), indicating that School Leadership and Management is empirically distinct from the teaching and learning construct and satisfies the Fornell–Larcker criterion for discriminant validity.

The Teaching and Learning construct showed excellent internal consistency with high level of homogeneity among the items. The indicators, such as lesson structuring and organization, interactive engagement, attitudes, well-designed tasks, assessment of learning, and effective use of teaching and learning resources showed reliability values ranging from approximately 0.78 to 0.89. This suggests a balanced construct that captures multiple dimensions of pedagogical practice without redundancy.

The Composite Reliability (CR) value of 0.94 provided further evidence of measurement robustness, confirming the stability and reliability of the Teaching and Learning construct. The Average Variance Extracted (AVE) was 0.71, well above the acceptable threshold, signifying strong convergent validity and showing that the construct explains a substantial portion of variance across its observed indicators. The square root of the AVE (√AVE = 0.84) exceeded the correlation coefficient (r = 0.40), affirming discriminant validity and demonstrating that Teaching and Learning remains empirically distinct from School Leadership and Management.

Table 4.2: Reliability and Validity Tests

Latent	Observed	Cronbach's Alpha	Composite Reliability	Average Variance Extracted	(AVE)^0.5		Correlation	Discriminant validity
School Leadership and Management	A sets clear vision	0.80	0.88	0.56	0.75	>	0.40	☑
	B effective leadership	0.78						
	C capacity to improve	0.80						
	D productive relation	0.79						
	E information management	0.65						
	F resource management	0.59						
Teaching and learning	A structuring organization	0.89	0.94	0.71	0.84	>	0.40	☑
	B create active environ	0.88						
	C interactive engagement	0.89						
	D attitudes	0.88						
	E admin well designed tasks	0.82						
	F assess attainment	0.85						
	G teach learn resources	0.78						

5.0 Analysis and Results of Priority Areas

5.1 Implementation of Inclusive, Play-Based, and Child-Centered Pedagogies

The results presented in Figure 5.1a assess the extent to which kindergarten teachers implemented inclusive, play-based, and child-centered pedagogical practices during lessons. With an overall average score of 1.90 (unsatisfactory), more than 54% of teachers observed were rated unsatisfactory in demonstrating these practices. This weak performance was largely driven by the indicator "inclusive group formation," which recorded an average score of 1.65 (Figure 5.1a), with over 45% of teachers (Figure 5.1b) scoring below the minimum satisfactory threshold of 2.00. Teachers' ability to identify learners with Special Educational Needs (SEN) and provide appropriate support also appeared lacking, where more than 2 in every 5 teachers scored below satisfactory on this indicator, resulting in an average score of 1.74. On a positive note, the use of age or level and context appropriate pedagogical approaches was satisfactorily implemented in over 91% of the lessons observed, yielding an average score of 2.15 across lessons. This was closely followed by the use of differentiated learning approaches (average score 2.03), where teachers adapted instruction to learners' developmental levels and learning needs. However, another concerning finding was that in 27.42% of lessons, teachers showed limited sensitivity to issues of gender, culture, and disability, indicating the need for stronger emphasis on inclusive classroom practices.

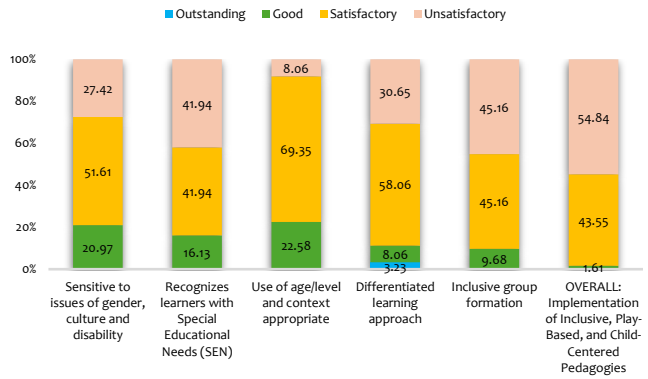


Figure 5.1a Quality of Inclusive, Play-Based and Child-Centered Pedagogies

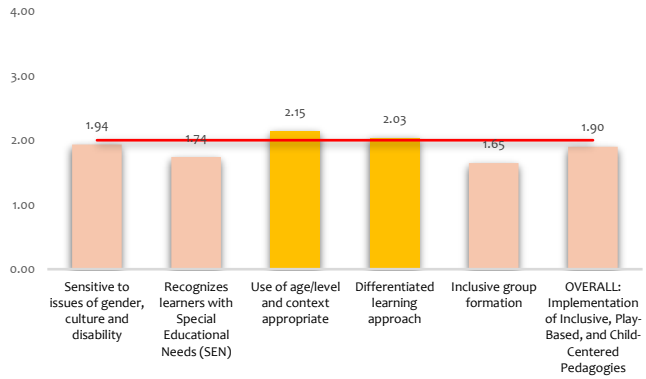


Figure 5.1b Average score of Inclusive, Play-Based and Child-Centered Pedagogies

5.2 Teachers' Use of Assessment to Inform and Improve Learning

The use of both formative and summative assessment in the classroom was one of the key areas examined. Of the 62 lessons observed, about 37% (Figure 5.2a) showed no evidence of teachers applying both assessment practices, resulting in an overall unsatisfactory average score of 1.98 (Figure 5.2b). In nearly 3 out of every 4 lessons observed, there was evidence that learners followed through with the lesson and demonstrated understanding through tasks and/or tests. Regarding the use of a variety of assessment tools and strategies to evaluate learners' understanding of indicators and monitor progress, the results show an overall unsatisfactory average score of 1.94, with nearly 23% of lessons rated unsatisfactory for this indicator. A similar proportion of lessons (about 23%) were also rated unsatisfactory in relation to how teachers monitored children's learning activities and provided feedback, although the overall average score for this aspect was slightly higher at 2.05 (Figure 5.2b).

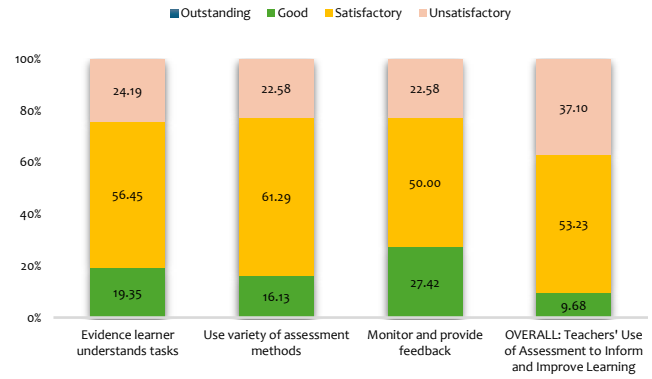


Figure 5.2a Quality of use of Assessment to Inform and Improve Learning

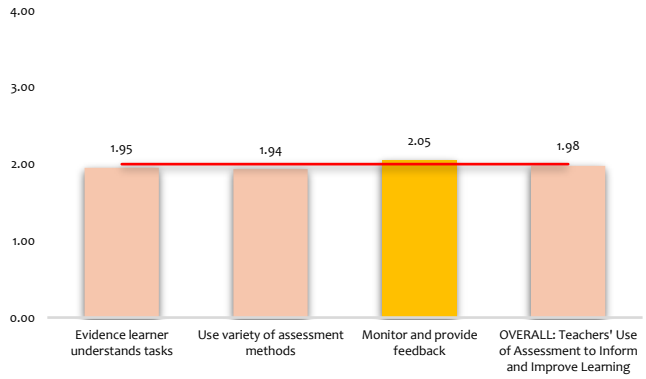


Figure 5.2b Average score of use of Assessment to Inform and Improve Learning

5.3 Use of Age-Appropriate and Locally Available Teaching and Learning Resources to Support Inclusive, Play-Based Learning

The assessment of teachers' use of age-appropriate and locally available teaching and learning resources (TLRs) to support inclusive, play-based learning reveals a generally poor level of performance, with notable variation across specific indicators. As shown in Figures 5.3a and 5.3b, most teachers demonstrated unsatisfactory competence on the overall subject with approximately 73% of teachers rated unsatisfactory resulting in an average score of 1.62 on the 4-point scale. Across the indicators, the "use of recommended teaching and learning resources" recorded the highest performance with an average score of 1.94 with about 71% of teachers rated satisfactory or better. In a vastly contrary, the "use of appropriate ICT-based resources" was the weakest area of performance with an average score of 1.15 and over 90% of teachers rated unsatisfactory.

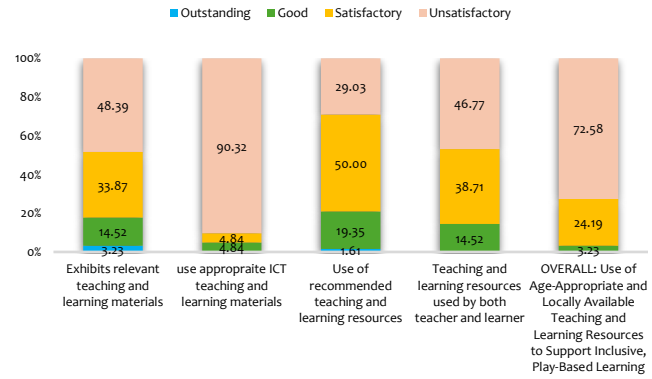


Figure 5.3a Quality of Age-Appropriate use of TLRs

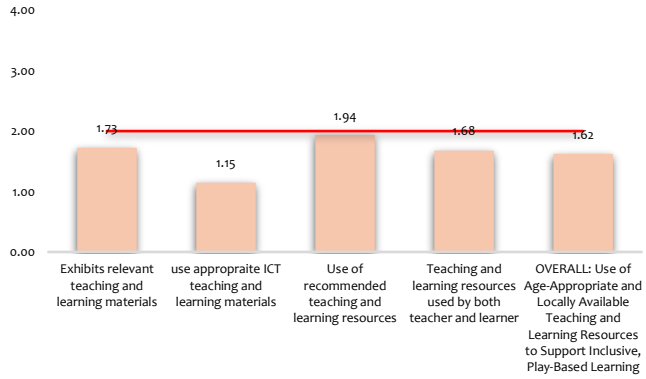


Figure 5.3b Average score of Age-Appropriate use of TLRs

5.4 Adherence to the Approved KG Curriculum Across Learning Areas

Figure 5.4a shows that most teachers (66.13%) recorded at least a satisfactory rating in adhering to the approved KG curriculum. Similarly, 75.81 percent of teachers were rated satisfactory or better across the three key indicators: use of qualified teachers, availability of lesson plans and implementation of the NaCCA-approved curriculum. Although performance levels were generally similar across indicators, Figure 5.4b reveals variation in quality. The lowest average score (1.94) was recorded for "use of qualified teachers", while the "implementation of the NaCCA-approved curriculum" obtained the highest average score (2.18). Approximately 18% of teachers were rated "good" in relation

to their qualifications and in maintaining lesson plans that align with the current curriculum and grade level, indicating reasonable compliance with curriculum delivery requirements.

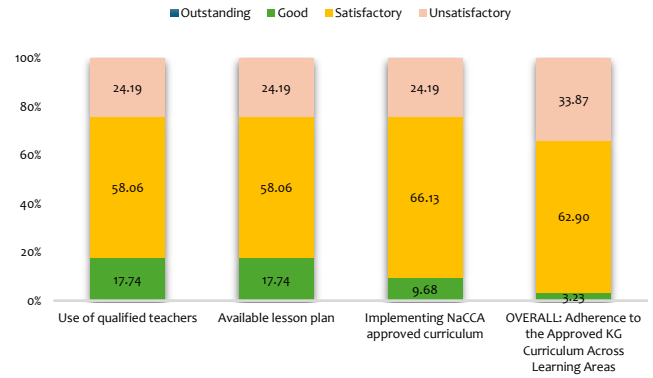


Figure 5.4a Quality of adherence to the approved kg curriculum

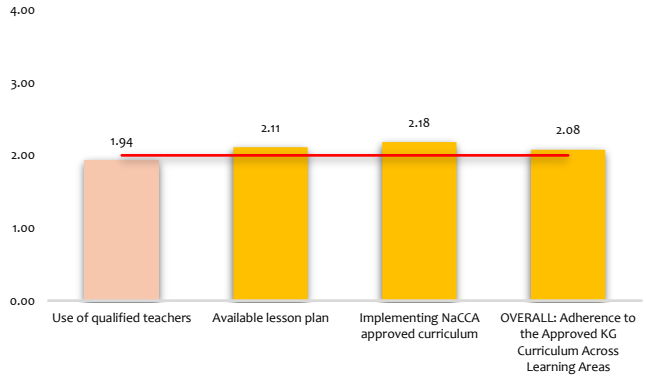


Figure 5.4a Average score for adherence to the approved kg curriculum

5.5 Integration of Social and Emotional Learning and Behaviour Management in Play-Based Instruction

As shown Figure 5.5b, the overall performance of SEL integration was poor or unsatisfactory, with a average score of 1.84. The indicator on managing learner behaviour recorded the highest performance, with an average score of 2.06. Similarly, promoting the development of SEL skills of learners was relatively the next highest (average score 1.94), with about 71% (Figure 5.5a) of the teachers rated satisfactory or better. On the other hand, creating positive classroom norms recorded the lowest performance with an average score of 1.63 (Figure 5.5b), where in majority (about 55%) of the lessons, teachers were rated unsatisfactory on the subject. Teachers also struggled with repairing relationships after giving a response, which had a average score of 1.79, indicating that restorative practices and constructive feedback remain weak aspects of classroom interaction. The same score (1.79) was recorded for learner collaboration, with only about one-third (Figure 5.5a) of teachers facilitating effective peer interaction and teamwork during lessons.

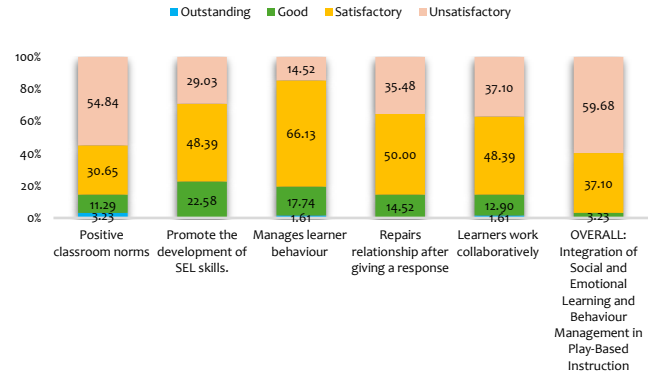


Figure 5.5a Quality of integration of SEL

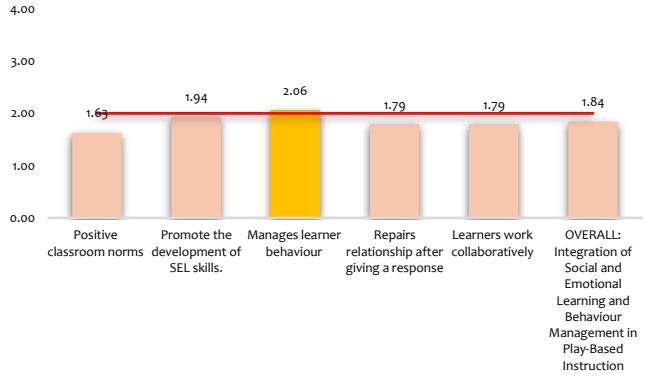


Figure 5.5b Average score of integration of SEL

5.6 Relationship Between School Leadership and Teaching Quality

The results in Table 5.6 examine how school leadership and management relate to teaching and learning quality. As shown in the table, the overall performance is clustered at the lower end of the 4-point scale. For school leadership and management, 54.84% of observations were unsatisfactory, 43.55% were satisfactory and 1.61% were outstanding.

Teaching and learning showed a similar pattern: 53.23% unsatisfactory, 43.55% satisfactory and 3.23% good. The resulting average scores for both school leadership and management, and teaching and learning was 1.99 and 1.94 respectively.

The association between the School Leadership and Management and the Teaching and Learning sub-elements was positive and statistically significant ($r \approx 0.40$, $p = 0.0014$). This indicates a moderate relationship: schools with stronger leadership and management tend to exhibit better teaching quality. Practically, improvements in leadership such planning, supervision, feedback and instructional support, are likely to yield measurable gains in classroom practice.

Table 5.6: Relationship between School Leadership and Teaching Quality

Rating	School Leadership & Mgt. (SLM)			Teaching & Learning (TL)		
	N	%	Ave. Score	N	%	Ave. Score
1-Unsatisfactory	34	54.84	1.99	33	53.23	1.94
2-Satisfactory	27	43.55		27	43.55	
2-Good	0	0.00		2	3.23	
4-Outstanding	1	1.61		0	0.00	

Correlation test

	SLM	TL
SLM	1.00	
TL	0.40*	1.00
	0.0014	

**** significant at p<0.05***

6.0 Conclusion

6.1 Tool readiness for scale up

The validation and reliability assessment of the KG inspection tool confirm its overall adequacy, relevance and measurement soundness for assessing teaching and learning quality in early childhood education settings. Inspectors' feedback and statistical tests collectively affirm that the tool aligns well with national ECE standards, effectively captures core pedagogical constructs, and demonstrates internal consistency and construct validity across its key indicators.

The content validation process revealed that the tool comprehensively measures critical aspects of early childhood pedagogy such as play-based learning, inclusion, safeguarding and teacher-learner interactions, while maintaining adaptability for both urban and rural contexts. However, several refinements are necessary to strengthen its precision and usability. Specifically, indicators on learner engagement, outdoor learning, continuous assessment, family and community participation and safeguarding require further elaboration to ensure full construct coverage and contextual sensitivity. Simplifying the tool by reducing redundancy and providing clearer rating guides will also enhance inter-rater reliability and ease of administration.

Construct reliability analysis confirmed that both latent constructs, School Leadership and Management, and Teaching and Learning, showed satisfactory to excellent internal consistency (Cronbach's $\alpha > 0.70$), strong composite reliability, and sound convergent and discriminant validity. These results substantiate the tool's measurement robustness and its ability to capture distinct yet complementary dimensions of school quality. Minor refinements, however, are recommended for indicators with weaker internal loadings, particularly those related to information and resource management, to ensure conceptual clarity and stronger alignment with leadership constructs.

6.2 Overall study outcomes

The findings from the assessment shows that the overall quality of kindergarten teaching and learning remains below the expected standard across most priority areas. Although there are instances of satisfactory performance, particularly in the implementation of age-appropriate pedagogies and adherence to the approved KG curriculum, the general trend indicates significant room for improvement in inclusive, play-based, and child-centered instruction.

Teachers demonstrated limited competence in integrating inclusive practices, with more than half of the observed lessons rated unsatisfactory. The weakest indicators were inclusive group formation and identification and support for learners with special educational needs. Similarly, the use of assessment to inform and improve learning was suboptimal, as nearly one-third of lessons lacked evidence of formative and summative assessment practices. Feedback and learner monitoring were inconsistently applied, further constraining the use of assessment data to guide instructional decisions.

The use of age-appropriate and locally available teaching and learning resources was particularly weak, especially regarding the use of ICT-based materials, where over 90% of teachers performed unsatisfactorily. This suggests limited capacity and access to modern, interactive tools that can enhance play-based learning. Despite this, most teachers adhered reasonably well to the approved KG curriculum, with about two-thirds meeting the satisfactory threshold, particularly in planning and curriculum implementation.

Integration of social and emotional learning (SEL) and behaviour management in classroom practice was also inadequate. Many teachers struggled to create positive classroom norms, promote collaboration, or apply restorative

practices, underlining the need for professional development in managing classroom dynamics and fostering emotional literacy.

The results also establish a statistically significant and positive relationship between school leadership and the quality of teaching and learning ($r \approx 0.40$, $p = 0.0014$). This demonstrates that effective instructional leadership—through supervision, feedback and structured planning, has a measurable influence on improving teaching quality. Strengthening leadership capacity at the school level is therefore critical to sustaining improvements in teaching and learning outcomes.

7.0 Recommendations

7.1 Recommendations for tool revisions

Based on the findings from the tool validation and reliability analysis, the following recommendations are proposed to strengthen the effectiveness, accuracy, and applicability of the KG inspection tool:

1. **Refine Indicators and Descriptors:** Simplify overlapping items, clarify rating descriptors, and include age-appropriate examples that reflect the realities of early childhood education. This will improve scoring accuracy and reduce interpretive variability among inspectors.
2. **Enhance Content Coverage:** Expand indicators to better capture underrepresented areas such as learner engagement, outdoor and experiential learning, continuous assessment, and qualitative aspects of family and community participation.
3. **Improve Contextual Sensitivity:** Adjust certain indicators to reflect the resource and infrastructural disparities between urban and rural schools while maintaining consistent national standards. Incorporating context notes or guidance prompts can help inspectors fairly assess varying environments.
4. **Strengthen Training and Capacity Building:** Provide continuous professional development for inspectors focused on ECE pedagogy, curriculum interpretation, and the use of rating guides. Regular calibration sessions should also be held to promote consistency and reliability in scoring.
5. **Enhance Tool Usability and Digital Optimization:** Streamline the digital version of the tool by introducing skip logic, prompts, and automated summaries to reduce data entry time and errors during inspections. Remove redundant or non-applicable data fields to enhance flow and efficiency.
6. **Establish Collaborative Frameworks:** Foster coordination among key education agencies such as NaSIA, NaCCA, NTC, and GES to ensure shared understanding of ECE quality standards and harmonized use of the inspection tool across systems.
7. **Review Low-Reliability Indicators:** Re-examine and revise indicators with lower reliability values, particularly those related to information and resource management, to improve their conceptual alignment with leadership and management constructs.
8. **Institutionalize Periodic Review and Validation:** Introduce a structured cycle for reviewing and revalidating the tool in line with curriculum reforms, emerging ECE practices, and field experiences to sustain its measurement validity and operational relevance.

7.2 Recommendations on study outcomes

Based on the findings and conclusions, the following recommendations are proposed to strengthen the quality of kindergarten teaching and learning:

There is an urgent need for sustained in-service training and continuous professional development focused on inclusive and play-based approaches. Training modules should emphasize differentiated instruction, identification and support for learners with special educational needs (SEN), and strategies for promoting gender, cultural, and disability sensitivity in classrooms. Mentoring and peer learning sessions should also be institutionalized to support teachers' practical application of these methods.

Teachers should receive targeted support on the effective use of formative and summative assessment tools. This includes capacity building on developing assessment rubrics, using learner feedback for instructional improvement, and tracking learners' progress over time.

Efforts should be made to provide teachers with adequate, age-appropriate, and locally produced learning materials that support play-based and inclusive pedagogy. District education offices should collaborate with local artisans and community-based organizations to develop and distribute low-cost teaching aids. In addition, teachers should be trained to integrate ICT-based learning resources, even in resource-limited environments, to make classroom interactions more engaging and effective.

While adherence to the KG curriculum was relatively satisfactory, consistent supervision and monitoring mechanisms should be instituted to ensure lesson delivery remains aligned with NaCCA-approved standards. Teachers' lesson plans should be periodically reviewed to ensure integration of play-based and learner-centered learning objectives.

The Guidance and counselling Unit of GES and NTC should embed SEL competencies and classroom management strategies within teacher training and continuous professional development frameworks. Schools should encourage positive discipline, restorative practices, and collaborative classroom cultures that build empathy, respect, and cooperation among learners.

Given the significant correlation between school leadership and teaching quality, headteachers and School Improvement and Support Officers should be equipped with instructional leadership skills. Training should focus on effective supervision, coaching, feedback, and data-driven decision-making. Leadership accountability frameworks should also be established to ensure consistent follow-up and performance improvement.

A structured monitoring and evaluation (M&E) framework should be developed to track improvements in pedagogical quality. Regular classroom observations, performance reviews, and feedback loops between teachers, headteachers, and district education officers will help sustain gains. Lessons learned should inform policy decisions and future teacher development interventions.

8.0 Annexes

Annex 1: Pilot Tool (version tested)

Table A1: School Leadership & Management Form (SLMF)

PART A – SCHOOL PERFORMANCE INSPECTION (KINDERGATEN)

School Leadership & Management Form (SLMF) SMF number: ……

School name				NaSIA licence number			
Region		District		Circuit			
				School Code			
School location		GPS address		Year established			
Academic year		Term			Inspection date		
		Week			Inspection start time		
School status	○ Day ○ Boarding ○ Both	Level	☐ KG ☐ Primary ☐ JHS	School catchment areas	Area 1	Area 2	Area 3
School email		School phone number		School website			
Headteacher's name				Headteacher's ID			
Head's email				Head's phone number			

Number of female learners enrolled		Number of female learners present	
Number of male learners enrolled		Number of male learners present	
Total learners enrolled		Total learners present	

Teaching Staff	Number of females	Number of males	Total
Professionals			
Non-Professionals			
Total teaching staff			
Non-teaching staff			
Teaching staff present on day of inspection			

School vision	
School mission	

Key to ratings

Outstanding	Good	Satisfactory	Unsatisfactory
4	3	2	1

S/N	Indicator	Rating			
A. Sets clear and inspiring school vision					
1.	The school has a clear vision which is documented and known by all stakeholders.	4	3	2	1
2.	The leadership team has a vision that aligns with the school's vision and is shared.	4	3	2	1
3.	There are strategies to achieve the harmonised vision of the school that are being implemented.	4	3	2	1
B. Provides Effective Leadership for Teaching and Learning					
4.	The school has a schedule for regular meetings and meetings are held between leadership and teaching staff.	4	3	2	1
5.	There is regular supervision of teaching and learning activities by education officers.	4	3	2	1
6.	There is regular/frequent monitoring and evaluation of teaching and learning activities by senior management teams of the school.	4	3	2	1
7.	There is the use of empirical data to support teaching and learning activities.	4	3	2	1
C. Capacity to Improve the School					
8.	The school has a structured plan that captures the key areas of improvement.	4	3	2	1
9.	The leadership team demonstrates capacity to improve teaching.	4	3	2	1
10.	The leadership team demonstrates capacity to improve learning outcomes.	4	3	2	1
11.	The leadership team demonstrate the capacity to collaborate with external stakeholders.	4	3	2	1
D. Productive Relationship with the School Management Committee (SMC), Community, Parents and Parent-Teacher Association (PTA)					
12.	The leadership team encourages an active SMC.	4	3	2	1
13.	The leadership team has productive relationships with SMC.	4	3	2	1
14.	The leadership team has productive relationships with the PTA and/or Parents.	4	3	2	1
15.	Productive relationship with parents, families and community	4	3	2	1
E. Information Management					
16.	The school generates, receives, and disseminates information.	4	3	2	1

17.	The school has safe information storage/database, and it is accessible.	4	3	2	1
F. Resource Management					
18.	The school has the right number of staff with requisite qualifications and accurate records.	4	3	2	1
19.	There are up to date financial records of the school.	4	3	2	1
Total score					
Average score					

Inspection end time		GeoPoint coordinates	
Observations on **Leadership & Management** in the school			
Inspector's name		Inspector's ID	

Table A2: Teaching & Learning Form (TLF)

PART A – SCHOOL PERFORMANCE - (KINDERGARTEN)

Teaching & Learning Form (TLF) **TLF number: ……**

Region:		District:		Circuit:			
School:			GPS Location of school				
Number of Teachers	Male:		Number of teachers present on Day 1 of inspection		Male:		
	Female				Female:		
	Total:				Total		
EMIS code:		Date:	*Mmm dd, yyyy*	Actual start time:			
Scheduled start time:			Class enrolment		Boys:		Total
Scheduled end time;					Girls:		
Teacher's Name:			Teacher's ID No.:		No. of boys present:		
Strand:					No. of girls present:		
					Total:		
Sub-strand			Term/Semester:		Week:		
Inspector's Name:			Inspector's ID number:				
Language(s) of instruction:			Grade(s)/Class(es):				

	No. of learners with pencils	No. of learners with exercise books	No. of learners with textbooks
Boys			
Girls			

Types of special needs in the classroom	No. of boys	No. of girls

Textbook(s) in use:		

Ratings

Outstanding	Good	Satisfactory	Unsatisfactory	
4	3	2	1	

	Time on Task	1st snapshot (4-5min)		2nd snapshot (9-10min)		3rd snapshot (14-15min)	
T1	Teacher is teaching or has engaged learners in a learning activity.	Yes	No	Yes	No	Yes	No

S/N	Indicator	Rating			
A.	**Teaching: Structuring and Organising Lesson**				
1.	Availability and use of the current curriculum for the scheme of learning	4	3	2	1
2.	The lesson plan is available, and it provides information relevant to the current curriculum type and grade level	4	3	2	1
3.	The plan outlines lesson stages that build on each other and are paced appropriately.	4	3	2	1
4.	The plan reflects the teacher's understanding of learners' diverse abilities and learning needs.	4	3	2	1
5.	Lesson preparation has considered inputs from the local community				
B.	**Teaching: Creating an active and inclusive learning environment**				
6.	The teacher uses appropriate preparatory activities and clear lesson introduction strategies	4	3	2	1
7.	The teacher communicates in a clear, simple, and developmentally appropriate manner that supports learners' understanding and gradual literacy development	4	3	2	1
8.	The teacher engages learners in activities that promote the development of SEL skills.	4	3	2	1
9.	The teacher is sensitive to issues of gender, culture and disability	4	3	2	1
10.	The teacher recognises learners with Special Educational Needs (SEN) and provides them with relevant support	4	3	2	1
11.	The teacher adapts instruction to learners' developmental levels and learning needs	4	3	2	1
12.	Group formation and grouping are done inclusively	4	3	2	1
13.	Positive classroom norms have been formulated with the learners and displayed.	4	3	2	1

14.	The teacher manages learner behaviour by applying consistent, fair, and appropriate responses	4	3	2	1
15.	The teacher repairs the relationship after giving a response.	4	3	2	1
C.	**Teaching: Interactive Engagement**				
16.	Teachers demonstrate high expectations of learners' behaviour and participation	4	3	2	1
17.	The teacher facilitates interactively using appropriate, inclusive, play-based, child-centred, and any other pedagogical approaches	4	3	2	1
18.	The teacher promotes positive behaviour and encourages learners towards success	4	3	2	1
19.	The teacher engages learners in activities that promote the core competences stated in the learning plan.	4	3	2	1
20.	The teacher uses cross-curricular skills that are culturally relevant and models by enacting or thinking aloud	4	3	2	1
21.	The teacher clarifies learners' misunderstandings and encourages discussion among them without any discrimination, and helps identify their strengths and areas of improvement	4	3	2	1
22.	Learners rotate through the different group activities (indoor and outdoor), with the teacher facilitating activities.	4	3	2	1
D.	**Learning: Attitudes**				
23.	Teachers encourage learners to participate in the lessons through various strategies, including peer learning.	4	3	2	1
24.	Learners demonstrate intrinsic motivation and enthusiasm towards subjects	4	3	2	1
25.	Teachers demonstrate professionalism and critically reflect on teaching approaches and learning	4	3	2	1
26.	Learners show evidence of curiosity or a desire to know more	4	3	2	1
27.	The teacher demonstrates a cordial relationship with learners	4	3	2	1
28.	Learners accept constructive feedback from peers and the teacher and work with them	4	3	2	1
E.	**Teaching: Administering well-designed tasks**				
29.	Wait time: Teacher gives clear and simple instructions and allows time for learners to process what has been said	4	3	2	1
30.	The teacher administers challenging tasks that engage and promotes imagination	4	3	2	1
31.	The teacher administers differentiated activities to assess learning	4	3	2	1

32.	The teacher demonstrates professional skills that promote critical thinking skills and positive attitudes	4	3	2	1
33.	Time on task: The Teacher ensures learners are actively engaged in the planned learning activity during instructional time.	4	3	2	1
34.	Teaching time for the learning area is in line with the guidelines in the pre-tertiary education curriculum framework	4	3	2	1
F. Learning: Assessing and Attainment					
35.	Learners work collaboratively with each other during the lesson.	4	3	2	1
36.	Learners ask questions during the lesson.	4	3	2	1
37.	The teacher uses a variety of assessment tools and strategies to check learners' Knowledge of the indicator(s) and progress.	4	3	2	1
38.	There is evidence that learners have followed through with the lesson and demonstrated understanding through the test/task	4	3	2	1
39.	The teacher clarifies learners' misunderstandings, encourages discussion among them and helps identify their strengths and areas of improvement	4	3	2	1
40.	Teacher monitors children's learning activities and provides feedback, for example, through observation, guidance or support during classroom tasks.	4	3	2	1
G. Teaching: Teaching and Learning Resources (TLRs)					
41.	The teacher plans for and uses recommended textbooks and Teaching and Learning Resources (TLRs)	4	3	2	1
42.	Exhibition of relevant strand-related wall charts, posters, and learners' work.	4	3	2	1
43.	Use of appropriate ICT tools and digital resources to support and enhance teaching and learning delivery	4	3	2	1
44.	Teaching & Learning Resources (TLRs) are used in both teacher and learner-led activities	4	3	2	1
Total Score					
Average Score					