UNIVERSITY OF CAPE COAST

RELATIONSHIP BETWEEN SOCIAL SYSTEM COMPONENTS OF

SCHOOL CLIMATE AND ACADEMIC PERFORMANCE IN THE HO

MUNICIPALITY OF GHANA

CYNTHIA AYIM

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BY

CYNTHIA AYIM

Thesis submitted to the Institute for Educational Planning and Administration of the college of Education studies, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Philosophy Degree in Educational Administration

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature……………………………   Date………………….

Name: Cynthia Ayim

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature: …………………   Date: …………………

Professor Yaw A. Ankomah

Co-supervisor's Signature: ……………….....……   Date: …………………

Dr. Alfred. Ampah-Mensah

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ABSTRACT

This study sought to investigate the social system components of school climate that existed in high and low performing junior high Schools in the Ho Municipality and their relationship to students' academic performance. A correlational research design research was used. Two sets of self-reporting questionnaires was used for teachers and headteachers with a reliability coefficient of .97 and .92 respectively. Data on student achievement were obtained by using as proxy the Basic Education Certificate Examinations (BECE) results from 2009 to 2013. Nineteen high-achieving and 18 low-achieving schools were purposely selected for the study. All the headteachers were used in addition to 111 teachers who were randomly selected for the study making a total of 148 respondents. The data were analysed using means, standard deviations, Mann-Whitney U test and the Spearman's correlation.

The study revealed that headteachers in high performing schools accepted and implemented ideas suggested by teachers involved pupils and teachers in school administration, made systematic frequent visits to classrooms and provide opportunity for teachers to make input on all important decisions whereas headteachers of the low achieving schools are generally not dedicated to high standards of teacher performance. Also, there is a very strong positive relationship between the social system components of school climate and students' academic performance in the Ho Municipality. It is recommended that the Ghana Education Service should organize in-service training for heads of Junior High Schools to equip them with the leadership skills necessary to promote positive social system components of school climate.

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DEDICATION

To the memory of my late Father Samuel Ofoe Ayim, my mother Sylvia Ohui

Oklikah, my siblings and my son Shawn Dordoe.

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CHAPTER ONE

INTRODUCTION

Background to the Study

In this age of globalization and technological revolution, education is considered as a first step for every human action. It plays a very important role in the development of human capital and it is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase the productivity and improve their quality of life. This increase in productivity also leads to new sources of earning which enhances the economic growth of a country (Saxton, 2000). Therefore, quality performance remains at the top of educators' priority of education. The performance of pupils in basic schools has been a matter of serious concern to the Ministry of Education, the Government and the Ghanaian public who look up to an effective basic education as the child's first step towards getting a good job and ultimate success in life .

The atmosphere of a school has a significant impact on the pupils in that environment. Students, parents, teachers, administrators, and community members experience the feel that a school and make judgments accordingly. Some of these perceptions can be conveyed as open, lively, friendly, casual, formal, unwelcoming, rigid, or closed (Lunenburg & Ornstein, 2004). School climate is an integral and indispensable component of the teaching and

learning process in Ghana and the world at large. Certainly, no meaningful teaching and learning can take place in an environment that is not conducive and safe to both learners and staff. It is, therefore, vital that educational stakeholders promote safe and secure school environments to facilitate increased learner enrolment, retention and completion, and hence the attainment of quality education (UNESCO, 2006).

Although there are many definitions and conceptual models of school climate, Tagiuri (1968) presented a model of organizational climate which comprised four factors: culture (psychosocial characteristics), ecology (physical and material elements), milieu (human social system elements), and social system (structural elements). Culture refers to such things as assumptions, values, norms, belief systems, history, heroes, myths, rituals, artefacts, and visible and clear behaviour patterns. Ecology refers to such things as buildings and facilities, as well as technology used for communication, scheduling and pedagogy. Social system elements include how instruction, administration, community involvement decision making, planning, and formal structures are organized. Milieu focuses on the people in the organization, e.g., their skills, motivation, feelings, values, demographics, and leadership (Owens & Valesky, 2007).

School climate influences behaviour, learning, productivity, and effectiveness and administrators have a considerable influence over the school climate (Ali & Hale, 2009; Azzara, 2001; Mine, 2009). Definitions of school climate include a critical core set of common elements. The definition of school climate usually encompasses dimensions of the perceived social environment that: (a) have a contextual influence on the learning and

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development of students, (b) remains stable over time, and (c) can be meaningfully aggregated across ratters. Climate typically focuses on conditions as they are perceived by students, teachers, or other participant in a school setting, rather than on the objective aspects of the setting.

Mullins (2010) explained that, organizational climate is a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behaviour, and (c) can be described in terms of the values of a particular set of characteristics or attributes of the organization. According to Owen (1998), organizational climate is the study of perceptions that individuals have of various aspects of the environments in the organizations. Freiberg and Stein (1999) referred to school climate as the core of the school. They explained that, a school is a learning place, where students' and their parents' dreams and ambitions are fulfilled, and teachers motivated to function at their best, where everybody is respected and feel attached to the school. The climate of a school cannot be seen or touched but it is there. In turn the climate is affected by everything that is occurring in the organization/school.

Research has shown that positive school climate is tied to high or improving attendance rates, test scores, promotion rates, and graduation rates. For example, a 2008 study examined seven years of longitudinal data on school leadership, parent and community ties, school safety and order, and instructional guidance (America Institute for Research, 2014). Schools perceived as being positive, safe, and nurturing environments focused on student learning, perform better in examinations regardless of available technology or teacher training. This is not to say that a school with no

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textbooks and other teaching and learning materials will do better than one with textbooks and teaching learning materials based solely on environment, but that the learning environment, culture, and climate produced by the school as a whole may help or hinder learning.

This is to say that, no school is exactly the same as the other. Schools show a lot of differences in terms of the feel, atmosphere or philosophy, student behaviour, academic performance, social and civic values, moral character, leadership style and interpersonal skills. The cumulative effect of these differences creates the climate of the school. Jones (2000), in his research on effective schools, cited headteacher as the most significant individuals in a school environment. This research reveals over and over again that the leadership capability of a Headteacher determines whether or not a school fails or succeeds. Certainly the Headteacher plays the key role in the development of school climate. How he or she chooses to play that role, and the type of leadership he or she provides, will influence whether that climate will be a positive or a negative one.

Academic achievement or performance is the outcome of education. It can be seen as the extent to which a student, teacher or institution has achieved their educational goals. Gaziel (2007) found that, headteachers influence student learning indirectly by developing a school mission that provides an instructional focus for teachers, and this creates a school environment that facilitates student learning. School Heads are responsible for creating a school climate that is amenable to teaching and learning improvement. Considerable research has been conducted linking school climate to student performance. The overall conclusion of that research has been that climate exists as an

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essential element of successful schools (Carter, 2000; DuFour, 2000; Tschannen-Moran & Hoy, 2001; Klinger, 2000; Lezotte, 2001).

In Ghana, the basic level of education comprises six years Primary and three years junior high school (Ministry of Education Youth and Sports, 2004). The Junior High School is the entry stage for a comprehensive senior high school training in vocational, technical, agricultural and general education. It is also a preparatory stage for a structured scheme of apprenticeship. A good academic performance at this level must therefore be seen as the preparatory stage of education and the decisive entry point into further levels of education in Ghana. Such academic performance is measured through externally supervised examinations conducted by the West African Examinations Council on behalf of the Ghana Education Service called the Basic Education Certificate Examination (BECE).

Early Grade Reading Assessment (EGRA) report indicated that 79 per cent of children in the Volta Region and the Ho Municipality could not read and understand the Ewe Language, while 86 per cent could not read and understand English language. The result of National Education Assessment (NEA, 2012) revealed that, only 41 per cent of pupils in primary three were proficient in Mathematics and 38 per cent of pupils in primary six; 44 per cent of pupils were proficient in English Language as against 49 per cent of pupils in primary six.

Past results from Basic Education Certificate Examination (BECE) in Ghana reveals that between 2001 and 2011 performance of pupils who sat for the BECE dropped from 60.40% to 46.93% which were very appalling. The underlying factors that is responsible for this need to be identified in order for

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the problem to be addressed. Due to this poor performance, a large number of pupils lack admission into senior high school to further their studies to enable them become well informed citizens.

The quality of education tends to be evaluated in terms of the number of students passing national examinations (Eshiwani, 1993). The expectation of parents is that their children perform well in national examinations in any school attended as long as the criterion for admission to these schools is the same. This is not, however, the case as the perception among many parents is that some schools, although they are the same in category, outwardly perform better than others. This has resulted in many parents rushing to secure admission in these better performing schools while the rest, with equally better resources and facilities, continue to record low enrolment and poor performance in national examinations. Therefore, quality performance remains at the top of educators' priority of education. The performance of pupils in basic schools has been a matter of serious concern to the Government, the Ministry of Education and the Ghanaian public who look up to an effective basic education as the child's first step towards getting a good career and eventual success in life.

This is not different in the Ho Municipality; some schools have a long tradition of high academic achievement whereas others are noted for poor performance. The cause of these varying levels of academic achievement has never been investigated in the district. However, it appears that, the relationship between the social system components of school climate and students' academic performance has never been tested with schools in the Municipality that are not performing well academically. The Ho Municipal

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Directorate of Education as well as other stakeholders of education in the Municipality is seeking to improve student academic achievement and help all students to succeed. It is against this background that there arises the need to focus attention on the social system components of school climate and its relationship to students' academic performance.

Hence, I deemed it necessary to conduct a study in some selected junior high schools in the Ho Municipality to investigate the relationships that exist between the social system components of school climate and students' academic performance.

Statement of the Problem

Poor performance of pupils in Basic Education Certificate Examination (BECE) in the Volta Region and the Ho Municipality has been a matter of concern for parents, teachers and other stakeholders in the Municipality as a whole (Ho municipal Education Directorate, 2012). This has generated heated debates among parents and other stakeholders who are beneficiaries of education. Parents, SMC/PTA members have pushed the blame on head teachers and the Municipal Education Directorate, citing poor monitoring as one of the main causes of the problem (MOE 2012).

Meanwhile, series of studies have shown that school climate is directly related to academic achievement (Syed 2010; Finnan, Schnepel & Anderson, 2003; Ankomah 2002). The research of Syed (2010) for example revealed that, every educational institution has a personality uniqueness or climate of its own. Among the various interactions taking place in the college system, the interaction between the headteacher and the teachers decides or contributes to a large extent in determining the atmosphere or the climate. This climate

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affects the behaviours of the individuals living and working in the environment which in turn influences their performance.

In Ghana, Ankomah (2002) conducted a study to find out factors that accounted for the high academic achievement of some selected private schools in the Cape Coast Municipality. He identified strong leadership, shared vision and goals, clear focus on teaching and learning, high expectations for pupils and orderly environment among other things as essential elements that contributed to their academic success. Korkortsi (2007) researched on healthy school climate and students' academic performance in some schools in the Ketu District in the Volta Region. He revealed that, dimensions of school organizational health were significantly related to students' achievement. None of these researches has addressed the social system components of school climate to students' academic performance.

However, it appears there is no study on the relationship between social system components of school climate and students' academic performance factors and students' in the Ho Municipality. Considering the fact that the social system components of school climate are essential elements, there is therefore the need to test the relationship between social system components of school climate and students' academic performance in some selected Junior high Schools in the Ho Municipality.

Purpose of the Study

The overall purpose of this research was to investigate any relationships, which might exist between the social system components of school climate and students' academic achievement in some junior high schools in the Ho Municipality. Specifically, the study aimed at assessing the school climate that

prevails in junior high Schools in the Ho municipality, identifying the characteristics of the social system components of school climate that lead to students' academic performance and identifying the common characteristics exhibited by head teachers and teachers in junior high schools in the Ho Municipality.

Research Questions

The following research questions have been posed to guide the study:

1. What social system components of school climate exist in high performing schools in the Ho Municipality?

2. What social system components of school climate exist in low-performing junior high Schools in the Ho Municipality?

3. What differences exist in the social system components of school climate of Junior High Schools in high- performing and low- performing school in the Ho Municipality?

4. What are the characteristics of the social system components of school climate that leads to high students' academic performance in the Ho Municipality?

Research Hypothesis

A hypothesis was formulated to test the relationship between the social system components of school climate of Junior High Schools and students' academic performance as follows:

1. H_0: There is no significant relationship between the social system components of school climate and students' academic performance.

2. H_1: There is a significant relationship between the social system components of school climate and students' academic performance.

Significance of the Study

Overall the findings study of school climate will provide useful information and an empirical basis for the improvement of schools in Ghana. The data will be utilized as explanatory measures of poor performance in schools and can be used by policy-makers as well as researchers alike for identifying certain problem areas in schools when monitoring the performance of the learners within large number of schools in Ghana. It will aid policy formulation on basic education in the country and gives an insight into strategies and measures that can be put in by educational authorities to enhance and improve upon academic performance in basic schools.

The findings will add to the existing stock of academic research and fill some gaps in the Ghanaian literature on school performance. It will also serve as an academic document on school performance for further and future researches, references and reviews. Finally, it will be of immense benefit to the Ho Municipal Directorate of Education, heads of junior high schools as well as their teachers, in their quest to enhance students' performance in the Municipality.

Delimitation of the Study

School climate is a broad concept that has many components. This study focuses on the social system components of school climate that relate students' academic performance. The study is delimited to public junior high school in the Ho municipality in the Volta Region.

Limitations of the Study

Self-developed questionnaire was used for the study. Headteachers were self-assessing their behaviour influence on the social system of school

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climate they were employed to maintain. As a recognized risk of self-report data, their responses to these items on the questionnaire may not be truthfully to portray themselves as socially acceptable. This will affect the result and validity of the study.

Organization of the Rest of the Study

The thesis is developed in five chapters. The first chapter has focused on aspect like the background to the study and statement of the problem. Chapter Two covers the review of related literature while chapter Three discusses the methodology used in this study. Chapter Four presents the results of the analysis and discussion of the findings. Chapter Five contains the summary of the major findings, conclusions, recommendations and suggested areas for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the theoretical framework of school climate and studies that other researchers have done that are relevant to the present study. Literature is reviewed on the following sub- topics: Concept of school climate, type of school climate, academic performance, improving the social system of school climate, social system components of school climate and academic performance.

Concept of School Climate

School climate is defined by Hoy and Miskel (2001) as a blend of beliefs, values and attitudes of pupils and staff members, head teachers and parents, styles of leadership and job satisfaction. From the above definitions, school climate may be perceived as a term used to portray the atmosphere of the school which is mainly influenced by the headteacher and dictates how pupils and teachers perceive their school and affects their values and attitudes toward school and job respectively.

Perkin (2006) defines school climate as the social atmosphere of a setting or learning environment in which students have different experiences, depending upon the protocols set up by the teachers and administrators. Moos (1994) divides learning environments into three categories: relationship, which includes involvement, affiliation with others in the classroom, and teacher support; personal growth or goal orientation, which includes the personal

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development and self-enhancement of all members of the environment; and system maintenance and system change, which include the orderliness of the environment, the clarity of the rules, and the strictness of the teacher in enforcing the rules. School climate is determined by some parameters based on shared perceptions of climate rather than an individual person's belief. A comprehensive assessment of school environment must reflect observations about student, teacher/staff, and parent satisfaction in addition to school climate.

According to Mullins (2010) organizational climate can be said to relate to the prevailing atmosphere surrounding the organization, to the level of moral, the strength of feelings of belongingness, care and goodwill message from members. Mullins added that, climate can be defined as how it feels to work around here.

Hoy and Miskel (2008) defined school climate as a set of internal characteristics that distinguish one school from another and influence the behaviour of members. According to Perkins (2006), school climate is the learning environment created through the interaction of human relationships, physical setting, and psychological atmosphere. The construct of school climate is generally characterized as multi-dimensional and representative of shared perceptions of behaviour (Hoy, 1990; Van Houtte, 2005). A favourable school climate provides the structure within which students, teachers, administrators, and parents function cooperatively and constructively. Lezotte (1990) is prominent in linking climate directly to school effectiveness.

From the above definitions, I can explain that, School climate is the quality and character of school life. It is based on patterns of school life

experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes norms, values and expectations that support people feeling socially, emotionally and physically safe.

Dimension of School Climate

According to Tagiuri (1968), climate is generally defined as the characteristics of the total environment in a school building. But we need to understand what those characteristics are, and to lay the ground work for that we turn to the work of Tagiuri. Tagiuri described the total environment in an organization, that is, the organizational climate, as composed of four dimensions: Tagiuri (1968) conceptualized organizational climate as consisting of ecology, milieu, social climate and school culture.

Ecology

Ecology refers to physical and material factors in the organization, for example, size, age, design, facilities and conditions of the building. It also refers to the technology used by people in the organization desks and chairs, chalkboards, elevators, everything used to carry out organizational activities.

Milieu

Milieu is the social dimension in the organization. This includes virtually everything relating to the people in the organization. For example, how many there are and what they are 1ike. This would include race and ethnicity, salary level of teachers, socioeconomic level of students, education levels attained by the teachers, the morale and motivation of adults and

students who inhabit the school, level of job satisfaction, and a host of other characteristics of the people in the organization.

Social system

Social system refers to the organizational and administrative structure of the organization. It includes how the school is organized, the ways in which decisions are made and who is involved in making them, the communication patterns among people (who talks to whom about what), what work groups there are, and so on. Therefore, a social system can be explained as 'interconnected and organized activities which consist of parts that are inter-depend to common results'. Social systems are created by human beings and are strengthened by man's attitudes, perceptions, beliefs, habits and expectations. Social system has two main goals, namely, actualization of goals and sustenance of goals. In a social system two or more people are constantly interacting and probably practice similar approaches, attitudes and social values.

According to the functionalist approach, the school system is composed of many distinct sub-systems or parts, each with their own goals. Together these parts make up a functioning whole (Ballantine 2001). Each part is dependent on the other for smooth operation. If one part does not function well, the other parts are affected too.

The school has a formal and informal structure. The formal structure refers to the role and function of the administration. The informal system relates to its social relationship that helps the organization to function. Social dimension of school climate is defined as the social interactions in the school

between the teachers and students, teachers and administrators, students and administrators.

Culture

Culture refers to the values, belief system, norms, and ways of thinking that are characteristics of people in the organization. It is the way we do things around here. Much of the organization dimension of climate arises from factors that administrators control directly or strongly influence. It is important that administrators understand the close connections between the choices they make about the way they organize and the climate manifested in the organization.

Types of School Climate

The best known study of the classification of schools into organizational climates is that of Halpin and Croft (Musaazi, 1998). Halpin and Croft noted that there are six organizational climates that are found in schools. They identified them as open, autonomous, controlled, familiar, paternal and closed. In an open school climate, the head or the principal is task-oriented, and at the same time, he is concerned about the personal growth and professional development of his staff. As Musaazi (1998) rightly puts it, "the principal seeks integration of the goals of the organization and the needs of students and teachers" (p. 69).

The head provides the teachers with the necessary motivation. He helps them in satisfying their needs by creating a supportive work environment. He is visible, approachable, and open in discussion. There is friendly relationship among teachers. Job satisfaction is high. Consequently, teachers are committed to the goals of the school. Ainley (2004) refers to this

climate as a 'positive school climate. According to him, this kind of climate promotes greater academic achievement in students. The autonomous school climate is essentially characterized by a high degree of freedom enjoyed by the teachers. The head exerts little or no control over his teachers. He rather allows them to take their own initiatives and to devise their own ways of doing things. In this type of climate, attention is focused more on social needs satisfaction than task achievements and there is little effort devoted to the definition and achievement of organizational goals.

In effect, the head of school does not define roles and responsibilities; there is no structure or laid down procedures for achieving the goals of the school. Teachers are therefore much more concerned about satisfying their social needs. The essential features of a controlled school climate are the headmaster's high defectiveness, close supervision of staff 'and attention exclusively focused on task achievement. The headmaster focuses on completing the task and uses close supervision so that teachers perform their task using specified procedures. In this type of climate, the headmaster's leadership style is authoritarian; he makes decisions affecting the school by him. He does not concern himself with teachers' personal advancement, growth, and achievement. This climate is over weighted towards tasks achievement and away from social needs satisfaction (Musaazi, 1998). Brady (1988) pointed out that the head's concern with the operative aspects of the school and his close supervision become burdensome to teachers.

Open climate

An open climate is used to describe the openness and authenticity of interaction that exists among the principal, teachers, students and parents. Hoy

and Sabo (1998) state that, an open climate reflects the principal and teachers' cooperative, supportive and receptive attitudes to each other's ideas and their commitment to work. The principal, according to these researchers, shows genuine concern for teachers; he/she motivates and encourages staff members (high supportiveness). He/she gives the staff freedom to carry out their duties in the best way they know (low defectiveness). He/she does not allow routine duties to disrupt teachers' instructional responsibilities (low hindrance). Also, in a school/college characterized with open climate, teachers are portrayed as tolerant, helpful and respectful professionals (low disengagement). They are caring and willing to assist students when need be. Teachers work hard so that students succeed (high commitment). They care, respect and help one another as colleagues and even at personal level (high collegial relations). As a team they work for the success of students. Both the principal and teachers are accessible and approachable they maintain close relationships with students and parents (Halpin, 1966).

Autonomous climate

This type of climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the institution. The principal arouses enthusiasm and diligence. Both teachers and students work with devotion. There is no external threat or influence. Teachers have great desire to work and students are highly motivated to learn. The close relationship among the principal, teachers, students and parents creates an autonomous climate in the institution (Halpin, 1966).

Controlled climate

The major characteristic of controlled climate is the diligence and hard work. Even though the principal does not model commitment, hard work is overemphasized to the extent that little or no time is given to social life. Nonetheless, teachers are committed to their work and spend considerable time on paper work. Thus, in most cases, there is little time to interact with one another. Students are also hard working, but are given little time for participation in extracurricular activities. The principal often employs a direct approach, keeps his/her distance from teachers, students and parents in order to avoid familiarity. Parents are not encouraged to visit college with their children's problems as the time on such matters could be used on something worthwhile (Silver, 1983).

Familiar climate

Familiar climate depicts a laissez-faire atmosphere. The principal is concerned about maintaining friendly atmosphere at the expense of task accomplishment. Thus, a considerable percentage of teachers are not committed to their primary assignment. Some who are committed resent the way the principal runs the college: they do not share the same views with the principal and their colleagues. As a result, those who are not committed, form a clique because they are of the same attitude, they become friends.

Paternal climate

This type of climate depicts an atmosphere where the principal is very hardworking, but has no effect on the staff; to them hard work is not a popular term. There is a degree of closeness between the principal and teachers, but the principal's expectation from teachers is rather impractical. All the same,

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he/she is considerate and energetic, but his/her leadership approach is benevolently autocratic. As a result, most teachers, students and parents prefer to maintain distance from the principal.

Closed climate

The closed climate represents the 'antithesis of the open climate'. The main characteristic of this type of climate identified by Halpin (1966) is lack of commitment or unproductive disengagement. There is no commitment, especially on the part of the principal and teachers. There is no emphasis on task accomplishment; rather the principal stresses on routine, trivial and unnecessary paper work to which teachers minimally respond. The principal is strict and rigid in behaviour. He/she is inconsiderate, unsupportive and unresponsive. Consequently, most of the teachers feel frustrated and dissatisfied. This makes the atmosphere tense. (Hoy & Sabo, 1998).

Some scholars like Hoy and Miskel (2001) assert that each college has its own unique climate. This is because colleges operate in different ways. The type of climate that prevails in a college is the blend of the behaviour of the principal, teachers, students and parents in that college. Therefore, climate differs from college to college. Freiberg (1999) opines that climate is an ever-changing factor in colleges. This is because the principal may choose on specific occasions to adapt a different leadership style, which may have great impact on the climate that will lead to a change. Again, a new principal may bring some unfamiliar ideas that may change the existing climate. New teachers in a college may equally have a noticeable effect on the prevailing climate of a college. Another possibility is that new students may bring to a

college a different atmosphere. Finally, the involvement of parents of new students may influence the prevailing climate of a college.

Importance of School Climate

Research shows that school climate can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioural and emotional problems for students (Kupenninc, Leadbeater & Blatt, 2001). Additionally, specific research on school climate indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by students (Haynes & Comer, 1993). Furthermore, researchers have found that positive school climate perceptions are protective factors for students and may supply students with a supportive learning environment yielding healthy development, as well as preventing antisocial behaviour (Haynes, 1998).

School climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behaviour (McEnvoy & Welker. 2000). Regarding the roles of teachers and administrators, Taylor and Tashakkori (1995) found that a positive school climate is associated with increased job satisfaction for teachers and increase students' performance. Research has therefore shown that providing a positive and supportive school climate for students is important for a smooth and easy transition to a new school (Freiberg, 1998). He pointed out that: "Measuring School Climate can help us understand what was and what is, so that we can move forward to what could be" (p. 23). In fact, the climate of a school is central to its educational mission (Anderson,

1998). School climate can play a significant role in providing a healthy and positive school atmosphere. Freiberg (1998) notes that, "the interaction of school and classroom climate factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels" (p. 22). It has been found that a positive school climate can yield positive educational and psychological outcomes for student and school personnel; similarly, a negative climate can prevent optimal learning and development (Kuperminc, Leadbeater & Blatt, 2001). Manning and Saddlemire (1996) noted that aspects of   school climate such as trust, respect, mutual obligation and concern for other's welfare can have powerful effects on educators' and learners' interpersonal relationships as well as learners' academic achievement and overall school progress. School climate, if positive can provide an enriching environment, both for personal growth and academic success.

The climate of the school is one of the vital factors that determine pupils' perception of life and therefore how they respond to daily challenges. Fopiano and Norris (2001) and Pasi (2001) argue that a supportive and responsive school climate fosters a sense of belonging, promotes resiliency and reduces possible negative circumstances of the home environment. These scholars add that social and emotional needs are congruent with learning needs. Therefore, these needs should be addressed so as to facilitate learning. Negative circumstances at home, for example, violence, overcrowding, poverty, informed and uninvolved parents influence pupils' perception; as well as their responses to learning objectives in school environment. Pupils who experience negative circumstances at home can be helped to actualize their

potential by providing school climate that nurtures, supports and challenges them. In essence, enhancing school climate can assist pupils who are challenged socially and emotionally.

According to Brooks (1999), pupils are more likely to thrive when they are in school environment to which they feel they belong and are comfortable, a school environment in which they feel appreciated by teachers. Many adolescents join gangs to satisfy this need for connectedness and a sense of identity. Related to this feeling of belonging is the importance of helping each student to feel welcome, thereby reducing the feelings of disaffection and detachment. Pasi (2001) observes that schools have become important in the lives of pupils especially those who face negative circumstances at home. Thus, more than ever before, the school should be a safe and positive place, which is conducive to learning, fosters positive relationships and helps pupils to prepare for future challenges. He adds that the school climate significantly influences the way pupils feel about education. A school's climate can have a positive effect on pupils or it can be a barrier to learning, that is, it can either hinder or facilitate the realization of pupils' potentials.

The Headteacher as Determinant of School Climate

The theoretical and research literature has consistently emphasized the importance of the head in determining the efficiency and morale of staff. Lieberman demonstrated that the expressiveness of the Headteacher (concern for the needs and satisfaction of teachers as a group) influenced the ability of teachers to work cooperatively. Kelley, Thornton, and Daugherty (2005) found that the most important aspect to maintaining a successful educational environment is effective leadership. A large aspect of that leadership is the

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principal's ability to create and maintain a positive school climate. A positive school climate allows teachers to adequately address student academic needs and support the process of learning (Smith & Piele, 2006).

Researchers found that when principals attend to the individual needs of their staff and facilitate knowledge and skill development within the complex community of educators, their leadership style has a positive effect on school climate (Kelley et al., 2005). Whitaker and Turner (2000) found that headteachers understood the connection between school climate and student achievement, and worked diligently to create a positive climate conducive to learning.

A comprehensive review of research findings about how Headteacher influence student achievement was conducted by Cotton (2003). Among his most important findings were that heads of effective schools exhibited rather specific traits and behaviours that cut across settings, demographics and school organizations. According to him, heads of effective schools promote a vision and goals that focus on high levels of student learning, and continually articulate that vision throughout the school community. They establish high expectations for student achievement and hold everyone accountable for meeting these expectations. They also monitor students' progress and share findings through systematic procedures.

Moreover, these heads regularly schedule performance discussions with faculty and staff. They use student data for school improvement by turning data into information that can be discussed and used in curriculum development and instructional planning. Cotton (2003) further noted that these heads avoid behaviours that quash achievement, such as placing tight

administrative activities on others, allowing desk work to take over their lives, focusing on discipline and management at the expense of instruction, or adopting a "command and control" style of leadership. Other traits and behaviours exhibited by heads of effective schools include: maintaining a safe and orderly school environment that fosters both individual and student responsibility and a "school as a community" orientation; exhibiting self-confidence, responsibility and perseverance, conveying the sense that "we are all in this together, and, together, we can help students achieve"; being visible and accessible to students and staff throughout the school, particularly in instructional settings, such as classrooms, and performance sites; creating and maintaining a positive and supportive school climate that has, as its central tenet, high achievement for every child; communicating and interacting effectively with all groups in the school community, including dissenters and critics and providing emotional and interpersonal support to students and staff during times of need or conflict.

Furthermore, Cotton (2003) noted that effective heads of schools reach out to parents and the greater community, seeking their support in both instruction and governance. They manage ceremonies and other symbolic actions to honour strong traditions, instil pride, recognize achievement, and strengthen staff, student and community affiliation with the school. They also share leadership and decision making and empower staff to participate in significant improvement efforts, making certain people have the information and training to participate effectively and assuring collaboration by creating a climate in which they and their staff learn, plan and work together to improve their schools.

Moreover, these heads actively involve themselves in the curricular and instructional life of the schools by conducting walkthroughs, focusing on student work, and leading professional development focused on teaching and learning. They focus on high levels of student learning by making all decisions in light of the potential impact on student learning and achievement and push continuously for improvement by creating norms of continuous improvement in all school functions and by persisting in asking. They also aid discussion about the instructional issues and participate in these discussions themselves; they observe and give feedback to teachers on classroom performance in the spirit of coaching as well as supervision, grant teachers considerable independence in organizing and managing their classrooms, and protect them from interruption the school or the instructional process. This is to say that, some practices affect students' achievement, includes: Communication and interaction classroom observation and feedback to teacher, recognition of student and staff achievement dedication to a safe and orderly school environment.

We all know that headteachers are important to student success, but few people have pinpoint exactly how they make a positive difference. At a time when head teachers are being asked to do more for school reform and accountability, Headteacher and student achievement provides a valuable resource for identifying what it takes to be an effective Headteacher and, in turn, an effective school.

Academic Performance

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local

government and the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike.

Performance is observed to be the direct outcome of learning. It is the main indicator that learning has occurred. Driscoll (2005) describes learning as a "persisting change in performance or performance potential that results from experience and interaction with the world". Therefore, for learning to be observed, there must be demonstration through performance on related tasks. Though performance heavily depends on learning, low performance may not necessarily reflect inadequacy in learning. According to Bandura (2001), it is possible to learn a task and yet perform poorly in it. Other factors, other than the learning process, have potential of influencing performance on tasks.

Hoy and Miskel (2001) suggest that an organization can be termed effective if it has a high degree of goal attainment. The greater the goals are achieved, the more effective is the organization. In applying this perspective to the school, school effectiveness can be deduced as the ability of a school to achieve its goals. Hence it is argued that a school is deemed as effective if the outcome of its activities meets or exceeds its goals.

Relevant here is the view that an effective school is one that promotes high levels of student achievement for all students in the school (Murphy, 2000) where achievement in most studies is focused on the academic attainment of students. It is no surprise, therefore, that up to recent times, academic emphasis and frequent monitoring of student academic progress has been viewed as important correlates of an effective school (Al Waner, 2005).

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Function

The tracking of academic performance fulfils a number of purposes. Areas of achievement and failure in a students' academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for talking about how students fare in school and a constant standard to which all students are held. Performance results also allow students to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of every grade.

In Ghana, the National Education Assessment (NEA), Early Grade Reading (EGRA) and Early Grade Mathematics Assessments (EGMA) are a biennial nationally and regionally representative assessments to measure pupils' competency in Mathematics and English in primary three and six. It aims at measuring pupils' performance in the two subjects and intends to give the Ghana Education Service (GES) an indication of the effectiveness of the basic education system (Ghana National   Education Assessment Report 2011).

The NEA assessments provide an overall summary report card for the country in Mathematics and English, thus giving the Ministry of Education and Sports (MoES) and Ghana Education Service (GES) reliable and useful information for evaluating the quality of primary school education in Ghana. The NEA is an indicator of the overall national status of achievement in the primary school system. The results reported in this document are the outcome of test development, administration, data processing and analysis of a national sample of pupils. The tests for Primary 3 and Primary 6 were developed by a

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Technical Working Group (TWG), which consisted of representatives from the Ghana Education Service (GES) and other educational organizations with experience in test item writing.

Ghanaian university consultants and Basic Education Comprehensive Assessment System (BECAS) staff assisted the group. The group rated the syllabus objectives and chose those they identified as core. Test development focused on this set of core objectives. This exercise aligned the tests to the primary school curriculum and took into account the findings.

Features

Performance in school is evaluated in a number of ways. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe how well a student has done. At the state level, students are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements students in each age group are expected to meet. Social system is also linked with expressed and implied aims. In other words, it means that social system is the coming together of different individual actors who are motivated by their aims and objectives and their needs.

Social System Components of School Climate and Academic Performance

In educational institutions, there is evidence that leadership is a central ingredient and often the keystone element in school and school success as defined in terms of student achievement (Marzano, Waters, & McNulty,

2005). Indeed, at the school level leadership has been identified as one of the four crucial and the driver of high-performing schools (Beck &Murphy, 1996).

According to Knapp, Copland, and Talbert (2003), "leadership for learning means creating powerful, equitable learning opportunities for students, professionals, and the system, and motivating or compelling participants to take advantage of these opportunities" (p.12). The benchmark for this strand of leadership include the ability of leaders to (a) stay consistently focused on learning the core technology of schooling: learning, teaching, curriculum, and assessment; and (b) make all the other dimensions of schooling (e.g., administration, organization, finance) work in the service of a healthier core expertise and improved student learning.

The focus here is on organizational processes (e.g., supporting staff) employing effective methods for getting the school and its members (staff, students, families) to become more productive and improve academic performance (Leithwood & Jantzi, 2005). Freiberg and Stein (1999) posit that school climate can be seen in every aspect of the school: from teacher's and student's attendance records, in the classroom, on the bulletin board, during break and lunch times. Interestingly, school climate does not exist by accident.

For instance, Harris and Lowery (2002) assert that school climate is created and can be maintained unless an amendment occurs in the life of the school. While it is true that behaviours of the head teacher, teachers, pupils and parents affect a school climate, to some extent, the headteacher is central to creating the social components of school climate: what he/she does establishes the social system component climate of the school whether positive or negative (Hall & George, 1999). Therefore, at this point, it would be

worthwhile to examine how social system components of the school climate can be created and sustained in schools. The social system of school climate is composed of three major items; administrative activities, behaviour characteristics and community involvement.

Administrative activities

In educational institutions it is incumbent on officials charged with running educational institutions to adhere to administrative activities using discretion where applicable. It is evident from the above that heads of schools have many functions to perform in the effective running of their schools. In the schools, the most critical administrative function is to be both effective and efficient to create positive social system of climate for the attainment of an organisation's goals and objectives (Afful-Broni, 2004). Administrative activities are thus charged with effective and efficient operation of an organisation and are concerned with planning, organizing, directing, co-ordinating, evaluating, organising, communicating and motivation.

Planning

Planning involves decision making about the activities or programmes for the existence, survival, growth and progress of the organization for the present and the future (Afful-Broni, 2004). According to Mankoe (2007), planning refers to institutional objectives, policies, strategies, schedules, procedures, tools and methods for achieving them. This means that, head teachers must work out in broad outline the things that need to be done and the methods for doing them in order to accomplish the purpose set for the enterprise. It is significant to note that in planning, we choose among

alternatives and innovations. Also, every major plan should contain basic policies from which a variety of sub-plans may be derived.

A safe, orderly school climate is one of several characteristics of schools that consistently show good achievement gains (Redding, 2006). Individuals' experiences of school climate are shaped by perceptions of safety, teaching and learning, interpersonal relationships (including among students, among adults, and between students and adults), and the institutional environment (Centre for Social and Emotional Education). For example in the typical situation of a Ghanaian school, the headteacher needs to perform the function of planning with the assistance of his staff, the school board, the Parent Teacher Association (PTA), as well as the school management committee depending on the size of the task that needs to be performed. Indeed, if such steps are taken with the view to involving all the important players in the organisation, as well as achieving the optimum outcome, we can say that proper planning has taken place.

According to District Education Operational Planning and Performance Review (DEOPPR) Manual (2012) Monitoring is the systematic, regular collection and occasional analysis of information to identify and possibly measure changes over a period of time. Monitoring in Ghana Education would therefore provide authorities the opportunity to ensure that they are making progress or otherwise in some of the reforms introduced by the Ministry. The Ministry of Education uses a results oriented approach to Monitoring and Evaluation (M&E) to assess outcomes, to identify operational and funding gaps, and to introduce improvements that will enhance the quality of education service delivery throughout the country. Monitoring and

Evaluation is therefore a central component of the ESP (Educational Strategic Plan 2010-2020).

According to Educational strategic Plan (2010-2020) monitoring is to ensure accountability, transparency, efficiency, effectiveness and value for money, it further stressed that, this cannot be achieved without a robust and effective monitoring and evaluation of the sector programmes to ensure that resources are not wasted or used extravagantly and optimum value is received for resources consumed.

According to Ghana Education Service Head teacher's handbook (2010), School Performance Improvement Plan (SPIP) should be considered as a working document that schools use to monitor their progress. The changes should be made based on the information from the school report card and the results of the school performance appraisal meetings. Though the headteacher as the person responsible for managing the school and for providing instructional leadership is ultimately responsible for improvement planning, but the entire school community should be actively involved in all stages of the process: planning, implementing, monitoring, and evaluating progress (GES, 2010) .Each school and school community has unique needs and characteristic. It is therefore important for schools to identify their own challenges and develop strategies to address them.

It is also important for headteachers to note that the purpose of the SPIP is for school improvement and so all activities should be directed towards school improvement to achieve high academic performance in schools. For this reason, the Ghana Education Service directs what activities SPIP should cover in using the school Grant. These are recommendations

which the community is enjoined to implement. The activities may include activities to improve: school governance, teaching and learning process, and basic maintenance in the school. It is important to note that the preparation of the School Performance Improvement Plan (SPIP) should be informed by the outcome of the information from the School Report Card and the decisions for improvement taken at the end of School Performance Appraisal Meeting (SPAM).

It is therefore imperative for the school to organise SPAM before the SPIP is developed (GES, 2010). The Headteachers' handbook (GES, 2010) stressed that, SPIP is for the purpose of improving Pupils' learning. It is therefore important to ensure that the activities that are planned are relevant and appropriate to improve pupils' learning. Hence, proper, well-thought out planning is crucial, for this is the only way through which meaningful objectives that guide the school in achieving its goals are set.

Organizing

Organizing refers to the demarcation and enumeration of the activities required to carry out the plans, the grouping of these activities, assigning of such activities to units such as faculties, divisions, and departments with their respective administrative heads and the delegation of authority to subordinates to carry out the activities (Mankoe, 2007). Organising is also known as the establishment of a formal structure of authority through which various responsibilities and their respective subdivisions are arranged or clearly defined for the achievement of organisational objectives (Afful-Broni, 2004).

Significantly, by organising their institutions, institutional heads are able to manage their affairs in such a manner that no one particular department

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feels overworked while others may have little to do. At the grassroots level in the school situations in Ghana, this function takes place on many levels and in varied ways. In a typical basic school situation, the headteacher would traditionally assign the responsibility of organising the Open Day activities to a committee, but the committee must do this in close collaboration with various sub-committees, involving the staff (both teaching and non-teaching) and student leaders. Together, they will make proposals subject to the headteacher's blessing, regarding the dates for the programme, the specific events to be showcased, prizes to be awarded, et cetera.

There is no doubt that the school organisation is hierarchically structured. In the good and effective schools, people are aware of who does what, and there are generally no ambiguities about job descriptions and performances. The headteacher ensures that offices are created to handle specific duties. In most 'first-grade' schools in Ghana today, the headteacher has under him/her in the hierarchical order of administration, three assistants, one specifically responsible for administration, the other for the academics, and the third for domestic. The educational head ensures that even the non-teaching staff are well organised in the execution of the duties. For instance, the school bursar has no confusion about his tasks, and so it will be uncommon to see him usurping the duties of the matron or the senior housemaster even though they are to work closely together. All the activities of the school should be synchronised to meet the common goal of the institution.

Though, there are departments, sections, faculties, divisions and centres in schools the head teachers ensure that there is co-ordination and co-

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operation among these groups for the betterment of the institution. Where things are well-organised, division of labour is embraced and the various divisions contribute to ensuring that there is sense of harmony, order and commitment, aimed at the achievement of the best possible results for the organisation. Educational heads make conscious effort to spell out the job descriptions of the various departments, and within each department, the heads in turn assign specific tasks to specific individuals. This promotes more effective administration, greater well-being and maximum productivity.

Evaluation

There is the need to always assess the co-effectiveness of a programme. Evaluation should not only be at the end of the process but at every stage so that the necessary corrective measures could be taken or the problem redefined (Agyenim-Boateng, Atta & Baafi-Frimpong, 2009). Note that as decisions are implemented, new problems may be identified and the process starts again. Thus, the decision-making process is cyclical. Evaluation is a process of establishing the effectiveness of a programme or an activity in order to ascertain whether specific goals and objectives are being met (Mankoe, 2007). School heads evaluate teachers and pupils to assess performance. The heads do this using strategies and activities to help test the curriculum, the teaching learning materials and the pedagogical approaches and strategies (GES, 2010).

This helps the heads to provide remedial learning for pupils and help teachers revise their methodology by organizing In-Service Training to improve learning. The School performance appraisal meeting as the name implies is a meeting of the major stakeholders in education to discuss the

performance of schools at the various levels of education delivery - school, circuit or district. At these meetings, decisions are taken as to how the performance of the school could be improved through the efforts of all stakeholders - pupils, teachers, Headteachers, SMC, PTAs, community leaders, Circuit Supervisors etc.

SPAM is therefore designed to keep all stakeholders in education particularly local communities, well-informed about the extent of teaching and learning going on in their schools, and also, give all members of the community, not just representatives, the opportunity to participate meaningfully in deciding on how to improve the outcomes in their schools. SPAM should not only be restricted to the outcomes such as the School Education Assessment (SEA) and the Basic Education Certificate Examination (BECE), or the end of term assessment. The assessment should include also the inputs regarding, teachers, teaching and learning materials, textbooks and other resources needed for the school; the teaching and learning process including, attendance of both pupils and teachers, time on task, and the quality of teaching and learning(GES, 2010).

According to Marzano, Waters, and McNulty (2005), headteachers must be knowledgeable about curriculum and instructional practices, knowledgeable about assessment practices and provide conceptual guidance for teachers regarding effective classroom practice that improve academic performance. Through personal modelling, they promote a serious attitude about data-based decision making among their staffs. Though assessment systems in school are characterized by a variety of distinguishing elements, first, they are comprehensive. The headteachers help to address classroom and

school-based activities. They feature the use of a wide variety of monitoring and data-collection strategies, both formal and informal. For example, comprehensive designs often include teacher record-keeping systems, end-of-term and end-of-year reports, student work output; criterion referenced tests continuous assessment test, and standardized measures of student performance.

The school is accountable to various stakeholders. All members in the school (students, teachers and headteachers) as well as those outside the school (PTA, SMC, etc.) must be helped to develop a sense of collective responsibility towards meeting public accountability demands. The school is expected to be accountable in areas of pupils' intellectual, moral, social, physical and emotional development. In promoting a shared sense of accountability, headteachers should utilize effective self-evaluation strategies that ask critical questions relating to pupils/teachers' learning, achievement and development.

Key areas should include questions around teaching time consumption, marking and feedback on pupils' exercises etc. Encourage the involvement of critical friends in the self-evaluation processes of the school. A critical friend is a trusted experienced person within the community who is engaged to follow the school's activities critically and offer constructive criticism and suggestions towards the school's improvement. Critical friendship helps the school in accounting for its strengths and weaknesses (GES, 2010).

Directing

According to Afful-Broni (2004), directing is defined as the continuous duty of making decision and making them actually work in the specific

instruction that are meant to guide the subordinates in the discharge of their duties. The directing process also involves coordinating and controlling the supply and use of resources (Unesco.llcb.org). This means that, school heads need to direct the implementation of the plan. He or she should provide leadership by delegating duties and responsibilities to staff, and by motivating them. As a leader, you must encourage and inspire staff to perform their various functions the best of their abilities.

Communication

Communication between and among stakeholders is very vital in the process of achieving quality in basic education. Dialogue allows shared responsibility and shared meaning. All concerned, create and share information necessary for the process to go on successfully. Dialogue creates an atmosphere of trust and belongingness between the parties within the process hers' (GES Headteachers' handbook, 2010). Headteachers must create dialogue opportunities that focus on leadership for learning practices. Students, teachers, parents, the Parent Teacher Association (PTA), School Management Committee (SMC), District Education Oversight Committees (DEOCS), District Education Planning Teams (DEPT) must be offered the opportunity to meet and share ideas about the connections between leadership and learning.

Headteachers should create an environment that enables different learning related perspectives to be aired, shared, compared, understood, evaluated and adapted. Professionals are expected to talk together, listen to each other without interruption, respect each other's views etc. This means, contributions from people at all levels and from all sections of the school, as

well as from outside the school must be valued. Thus these activities of the Headteacher would sustain social system components of the school that leads to higher academic achieve.

Motivation

Headteachers motivate, inspire and provide resources to teachers as a way of driving the instructional process (Cotton, 2003). They assist in developing the teachers' mastery of instructional practices through the knowledge, skills, and dispositions that bring to the educational environment (Leithwood et al., 2002). Benton (1995) states that, the need for security, sense of belonging and recognition goes a long way in determining a worker's attitudes and level of performance. Benton points out that leader also recognize that individual needs are most of the time satisfied better with recognition and support than with money. This underscores the need for the headteacher to make use of praise to motivate the staff.

Fulton and Maddock (1998) and Asworth (1995) opined that head teachers have great opportunity to use the emotion (which already exists in the school) in a constructive way to energize teachers, pupils and parents and maximize motivation, getting them to be personally engaged in school activities in pursuit of school goals to achieve high academic result. Therefore, as a motivator, the headteacher needs to consistently acknowledge and praise the performance of teachers, pupils and parents. This, to some extent, would motivate them and therefore enhance their participation and performance in school.

The head, who is a leader, must be guided by certain factors that obtain the suitable response from the group members. He must understand human

nature. That is to say that he must understand the needs and desires, as well as the behaviour of his subordinates and respect such desires. An effective school head should be alert to the difficulties that face his staff. He/She has the singular mission of ensuring that all teaching and learning materials are present, at the right time and in the right quantity. The leader must satisfy the emotional or psychological needs of his staff members. He must be confident and rational. He must not be seen to be losing his temper quickly and be open-hearted towards differences in opinions.

The head who is a leader must have the ability to inspire others. He must have some charisma that generates loyalty from staff. Such a head must have a variety of problem solving skills to tackle problems that will arise from different angles to enable him come out with an acceptable solution. A generation of research has provided evidence demonstrating improved academic achievement goals can be attained by effective school leaders attending to the needs of school organizations (Mitchell & Castle, 2005; Waters, Marzano, & McNulty, 2003).

In addition, a leader who is a head must be an effective orator, who is confident of his views and opinions. These views he must communicate honestly in a straight forward manner regardless of the consequences. If a member of staff is observed to be consistently absent from classes for a period, the head must call the teacher to book. The head must also be willing to take risks by venturing into the unknown and accepting new challenges that will help him achieve the goals of the institution.

Pont, Nusche, Hunter and Moorman (2008) posit that, the interaction plays a key role in improving school outcomes by influencing the motivations

and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling. The head must be innovative and introduce fresh ideas into the school. He must be a change agent. He must be a mentor and set standards. He must be seen to be planning, organizing, controlling and leading. How effective a head is can also be examined from his directive style. His supportive, participative and achievement styles are all factors that go into making an efficient head.

A holistic approach to this issue is therefore necessary in the search for an effective leader who can affect student performance since it is vital in the assessment of an effective head. Effective leadership is multidimensional. A school head must be seen to be exhibiting these qualities described in order to be an effective leader and for the school to be an effective one. According to the guidelines of the Ghana Education Service, the head teacher, as the Chief Executive of the school, is the final local authority over all matters including financial management of the school (Afful-Broni, 2004). GES Headteachers' Handbook (2010) also draws head teacher's attention to five principles that are critical for carrying out their leadership for learning tasks: .maintaining a focus on learning; creating condition favourable to learning; creating a dialogue about leadership for learning; practicing shared leadership and encouraging a shared sense of accountability. Drucker (2006) also reiterates that every headteacher is considered as a lead professional should set objectives, organize activities, motivate and communicate effectively with his/her followers, measure performance and develop his/her people. Thus, the efforts

of the followers must be led towards the achievement of given objectives in accordance with stated policy (Swaffield, 2008).

As a critical friend, the head must perform his/her supervisory roles first as a friend, with the number one impulse to support and later, once a relationship is established, moves into the role of a critic. There is the need, therefore, to give feedback about the task rather than the person (MacBeath, as cited by Swaffield, 2008). In Ghanaian educational institutions, the headteachers play significant roles by ensuring effective teaching and learning process for the efficient attainment of educational goals. The school heads constantly perform internal supervisory roles directed toward both maintaining and improving the teaching-learning process of the school. These include all the activities that go into the creation of a congenial atmosphere, a stress free environment, a climate for learning, professional sharing in the schools and professional development of staff (GES, 2010).

According to Halawah (2005), headteacher behaviour influences students' academic achievement. By modelling and promoting a positive instructional learning environment, the principal is able to influence positively the school's climate and student achievement. Planning involves decision making about the activities or programmes for the existence, survival, growth and progress of the organisation for the present and the future (Afful-Broni, 2004) improved academic achievement goals can be attained by effective school leaders attending to the needs of school organizations (Kelley, Thornton, & Daugherty, 2005; Mitchell & Castle, 2005; Waters, Marzano, & McNulty, 2004).

Visionary, creative, knowledgeable, principled, and inspiring educational leaders are vital to building and fostering a positive school environment to help meet public education goals in the 21st century (Simonson, 2005). Scholars like Moorhead and Griffin (2001) observed that school climate can be manipulated to directly affect the behaviour of people connected with the school.

Behavioural characteristics

People are the heart of the teaching profession. The headteacher relates and works with people every school day, that is, teachers, pupils and parents. Therefore, as suggested by Azzara (2001), the headteacher needs to be people-oriented. He/she needs to remember that teachers, pupils and parents are human and as such they have strengths and weaknesses. It is therefore, the head teacher's responsibility to create situations where the strengths of people will be tapped for facilitating the achievement of school goals.

Benton (1995) believes that the headteacher needs to recognize human dignity. This implies that teachers especially should not be perceived as slaves, but as colleagues; it is only then that great work harmony would be created. He explains further that the headteacher as well as teachers need to balance individual concerns in their private lives with demands of their jobs as the nature of their work require both personal and professional management. The headteacher in particular needs to model and facilitate good relations among the school community by recognizing the inherent worth of human beings who depend on him/her irrespective of status or position in the school hierarchy.

The findings of Harris and Lowery (2002) indicate that the headteacher who respects and treats every member of the school community fairly and equally encourages and emphasizes behaviour that create a positive school climate. In addition to that, relating his experiences as a former head teacher, Heller (2002) affirms that showing compassion to staff makes them more willing to put in extra hours when need be. He believes in Maslow's hierarchy of needs: people function at high levels when their basic needs are met. He goes on to emphasize that personal relationships enhance loyalty and mutual support. Thus, when people are treated as human beings as opposed to machines, then potentials are discovered and utilized to the advantage of the school.

Freiberg and Stein (1999) likened sustaining school climate to nurturing a garden that requires continuous effort to maintain its beauty. Continuous effort by implication involves planning, organization, directing, evaluation and feedback and staff development.

Vision for learning

Gaziel (2007) found that Headteachers influence student learning indirectly by developing a school mission that provides an instructional focus for teachers, and this creates a school environment that facilitates student learning. Yukl (2002) described vision as simple and appealing enough to be understood and to invite commitment, and yet believable enough to be realistic and attainable. The ability to articulate the vision is a key leadership characteristic, and this is how leaders connect with their followers and communicate the message (Yukl, 2002).

They also ensure that a variety of sources of data that light up student learning are used in the forging of vision and goals (Leithwood & Montgomery, 1982). In particular, they make certain that (a) assessment data related to student learning, (b) demographic data pertaining to students and the community, and (c) information on patterns of opportunity to learn are featured in the development process. School heads facilitate the creation of a school vision that reflects high and appropriate standards of learning, a belief in the educability of all students, and high levels of personal and organizational performance (Newmann, 1997).

They emphasize ambitious goals that call for improvement over the status quo (Leithwood & Montgomery, 1982). In particular, headteachers who are instructionally attached leaders make certain that goals are focused on students, feature student learning and achievement, and are clearly defined. They ensure that responsibility for achieving targets is made clear and that timelines for achieving objectives are specified. In short, they make sure that the school vision is translated into specific and measurable end results. They also ensure that the resources needed to meet goals are clearly identified and made available to the school community.

Effective headteachers and learning-centered leaders articulate the vision through personal modelling and by communicating with others in and around the organization (Leithwood, 1992). On the first front, they are expert at making the school vision central to their own daily work (Leithwood, Jantzi, & Dart, 1991). They demonstrate through their actions the organization's commitment to the values and beliefs at the heart of the mission as well as to the specific activities needed to reach goals. On the second communication,

Headteachers who are instructionally grounded leaders work ceaselessly to promote the school's mission and agenda to staff, students, parents, and members of the school community. Lindgren & Bandhold (2009) called vision "a positively loaded notion of a desired future which creates identity, guidance, and inspiration that leads to commitment" (p. 82).

Indeed, headteachers are masters in keeping vision, mission, and goals at the forefront of everyone's attention and at the centre of everyone's work (Marzano, Waters, & McNulty, 2005). To accomplish this, they engage a wide array of formal and informal avenues of exchange and employ a variety of techniques. Leadership Effectiveness Knowledge Foundation Exploration Committee (2004) concluded after its review of literature on leader behaviours in highly effective organizations, master leaders are especially well versed at translating vision into operation. Hallinger & Murphy (1985) asserted that, core leadership behaviour in implementing vision and mission that provide appropriate physical and emotional resources. Headteachers who create learning-centered climate in their schools devote considerable energy to the development; articulation, implementation, and stewardship of a vision of learning that are shared and supported by the school community (Hallinger and Murphy, 1985). On the development end of the continuum, leaders ensure that the vision and mission of the school are crafted with and among stakeholders.

Leaders develop and maintain enabling systems delegate responsibility and accountable for their actions. They build consensus and buy-in among staff and faculty for the policies, practices, and supporting systems designed to achieve goals. The literature is not far from Headteachers handbook (2010)

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that headteachers must supervise teachers and staff committees, tasked to identify staff and resource requirements needed to achieve teaching and learning goals. The head supervises the development of performance criteria for achieving teaching and learning goals, analysis and reform of process system requirements needed to achieve teaching and learning goals. Thus, they encourage new policies and practices that could achieve pre-determine goals. Whatever you do in the school should be informed by one major question: Will my behaviour help to achieve the pre-determine goal of the school. A focus on learning demonstrates the head teachers' commitment to making learning the number one priority in the school. The head must acknowledge that everyone in the school or associated with the school (students, teachers, parents, SMC members and all other stakeholders) are directly linked to the promotion of quality teaching and learning and has an opportunity to learn in the school. Lindgren and Bandhold (2009) called vision a positively loaded notion of a desired future, which creates identity, guidance, and inspiration that leads to commitment. The headteachers should therefore not see themselves merely as custodian of school property, but rather as a professional leader whose primary interest is to promote learning to improve academic performance.

The headteacher as a lead professional

Headteachers of educational institutions must perform the managerial function of guiding employees toward accomplishing organisational objectives. Leading is a day-to-day process which includes developing followers to their fullest potentials by directing and coaching them effectively. Indeed, people are adaptable and it is important to let them function in a way

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that will allow them to stand out. Hackman and Johnson (2004) postulate that most people would rather succeed than fail, but sometimes the leader has to be the catalyst for putting success into their personal vocabulary. Relative to this, it becomes obvious that head teachers should be facilitator. They should do the things necessary to facilitate their followers get the job done in order to effectively and efficiently achieve organisational objectives.

The headteacher is, therefore, uniquely expected to give his/her followers vision and ability to perform to the best of their ability. It is without a surprise that Drucker (2006) also reiterates that every head as a lead professional should set objectives, organise activities, motivate and communicate effectively with his/her followers, measure performance and develop his/her people. Thus, the efforts of the followers must be led towards creating a positive social component of school climate and the achievement of given objectives in accordance with stated policy.

Community involvement

"It takes a village to raise a child" is a popular proverb with a clear message: the whole community has an essential role to play in the growth and development of its young people. In addition to the vital role that parents and family members play in a child's education, the broader community too has a responsibility to assure high quality education for all students. In the past, parent involvement was characterized by volunteers, mostly mothers, assisting in the classroom and fundraising. Today, the old model has been replaced with a much more inclusive approach: school-family-community partnerships now include mothers and fathers, grandparents, foster parents, other relatives and

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caregivers, business leaders and community groups all participating in goal-oriented activities, at all grade levels, linked to achievement and success.

One of the principal objectives of the 1987 educational reform in Ghana is to make basic education community-based. This policy objective therefore grants the communities ownership of the schools. Educational provision is thus a partnership between the government and the school. According to Baku and Agyeman (2002), the roles of these two partners were explained in official policy documents as: government provides curriculum materials, equipment, teachers, supervision and management; community participates in school management, provides infrastructure, ensures pupils' presence in school, patronises a normal fee.

According to the World Bank (1997), community participation in basic education derived from the World Bank activity was further researched into jointly by UK and Ghana governments under the Schooling Improvement Fund (SIF) project. SIF originally examined the community participation in Ghana to improve the quality of education and increase access. SIF is a mechanism for financing small-scale initiatives to encourage community-based demand-driven initiatives that represent a potential for improving the quality of teaching and learning and students' academic performance. It also fosters a sense of community ownership of schools and, for that matter, whips up community interest and active participation in the education process.

As a way of strengthening the community ownership of schools, the government instituted the District Education Oversight Committees (DEOC) and the School Management Committee (SMC) (Manu, 1997; Republic of Ghana, 2002). There are also structures such as the District Education

Planning Team (DEPT) and the District Committee on Education which work hand in hand with the District Education Offices and the community based structures like the PTA and SMC, to ensure quality educational delivery in schools. Manu states the functions of the DEOC as follows: the provision and maintenance of school blocks and other infrastructural requirements; the provision of teachers, monitoring regular and punctual attendance of both teachers and pupils at school; monitoring proper performance of duties by staff and pupils; and matters relating to general discipline; dealing with complains relating to or from non-teaching staff and pupils; overseeing the environmental sanitation and other facilities; and supplying textbooks and other teacher and learning materials to schools.

He further contends that in addition to the above, the community involvement in education in Ghana is also demonstrated at the school level in certain recognised bodies that are involved in school management. These include the PTA and the SMC. The SMC is one of such bodies, which are found in basic schools. It controls the general policy of the school. It shall not, however, take over the authority and responsibilities of the headteacher. It is to submit to the Director-General of Education, through the District Director, such information, returns and accounts as the Director General of GES may require. The SMCs, according to Manu, are to see to it that the premises of schools are neatly kept and the structures are in a good state of repair. Also, the committee is to notify the appropriate authorities and town or village development committees, about the state of the premises of the school.

According to Zinth (2005), parent, family, and community involvement in education correlates with higher academic performance and

school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enrol in higher level programs. Zinth further explained that community involvement as a key to addressing the school dropout crisis and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students that lead high academic achievement.

Education takes place not only in schools but also within families, communities, and society. Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100 % responsibility for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families.

World Bank (1999) support the view that, communities and society must support parents and school in the upbringing, socializing, and educating of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society.

Colletta and Perkins (1995) illustrate various forms of community participation: (a) research and data collection; (b) dialogue with policymakers; (c) school management; (d) curriculum design; (e) development of learning materials; and (f) school construction. Jordan, Orozco and Averett (2002) explained that community involvement in education is seen in home-school communication and interactions, including direct parent-teacher contacts and

relationships as well as more general communication between school and home regarding school events and school policies. Involvement of community can help identify and address factors that contribute to educational problems, such as low participation and poor academic performance. Parent participation in activities at school, such as Parent-Teacher Association (PTA), meetings, school advisory or site-based decision-making teams, and volunteering in classrooms or with class activities improve students' academic. Countless number of studies has documented the importance and centrality of parental involvement in the school.

In a study conducted by Shumow and Miller (2001), it was revealed that parental involvement at school was positively correlated with high students' academic performance. Studies on parental school involvement in Ghana are scanty, but there are a few studies that have focused on community participation in school activities (Addae-Boahene & Akorful, 2000; Boardman & Evans, 2000; Nkansah & Chapman, 2006). Even though, involving the community in school is a useful activity due to its beneficial effects in improving the infrastructure base of the schools and also making resources available for the educational success of the students, the commitment of the individual parents and families is also very essential in ensuring that the community and school's objectives in producing a functional student is achieved.

According to Head teacher's handbook (GES 2010), the school is part of the general organization of a town or a village. Whatever goes on at the school affects the community. For example, when the children pass well in an examination, every one shares in their achievement. On the other hand, when

the examination results of the school are poor, some people express their anger, sometimes by means of verbal attacks on the teachers. Thus, it is important for you to co-operate with the community because your school will benefit a great deal if you have good relationships with people.

The Head teacher's further stated that, The school may find, through the PTA, local resource persons to share of their experiences on certain topics of the curriculum which your teachers cannot handle competently, for example cultural practices. It may provide materials and labour to repair school buildings or furniture. Members of the community can serve on various school committees such as those to do with sports, discipline and health.

 The PTA can contact the chief to release land for a school farm or other school projects. This involvement and associations could help you to solve some problems at the school and create a positive social system component of the school   at the same time, promote the welfare of the pupils that will eventually improve the academic performance of students (GES, 2010)

Afful-Broni (2004) citing Vollmer stated that there are various reasons to support the idea that community participation contributes to achieving success and improve students' academic performance. This goal demands that when a group comes together to work in school administration, there is a feeling of optimism, understanding, and oneness of purpose. According to Afful-Broni, the more people are involved in making a decision, the more likely that decision will be implemented. Also, people working together as partners tend to learn from each other's unique experiences and thus achieve the predetermine goal of the institution.

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From the review, it could be concluded that in educational institutions, there is evidence that leadership is a central ingredient and often the keystone element in school and school success as defined in terms of student achievement. School climate can be said to relate to the prevailing atmosphere surrounding the school, to the level of moral, the strength of feelings of belongingness, care and goodwill message from members. School climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase students' achievement levels.

In the schools, the most critical administrative function is to be both effective and efficient to create positive social system of climate for the attainment of an organisation's goals and objectives. Head teachers are charged with administrative activities are thus charged with effective and efficient operation of the school in areas of planning, Organizing, directing, co-ordinating, evaluating, directing, communicating, and motivation.

Also the headteacher relates and works with people every school day, that is, teachers, pupils and parents. Therefore, the headteacher needs to be people-oriented. He/she needs to remember that teachers, pupils and parents are human and as such they have strengths and weaknesses. It is therefore, the head teacher's responsibility to create situations where the strengths of people will be tapped for facilitating the achievement of school goals.

The provision of education is a shared responsibility of all stakeholders of which the community is no exception. Hence, the more people are involved in making a decision, the more likely that decision will be implemented. Also,

people working together as partners tend to learn from each other's unique experiences and thus achieve the predetermine goal of the institution.

Conceptual Framework

There are varied ways of conceptualizing organizational climate. This study will be grounded on Taguiri's (1968) and Lucas (2007) conceptualization of school climate. Tagiuri defined climate and atmosphere as summary concepts dealing with the total environmental quality within an organization. Taguiri presented school climate in four components; ecology, milieu, social system and culture. According to Tagiuri, ecology aspect includes (the physical and material aspects), its milieu deals with (the dimension concerned with the presence of persons and groups), its social system (the social dimension concerned with the patterned relationships of persons and groups), and its culture (the social dimension concerned with belief systems, values, cognitive structures, and meaning).

Lucas (2007) states that although it has been difficult to determine a comprehensive definitions of school climate, researchers agree that climate are a multidimensional construct that includes physical, social and academic dimensions. This study focuses on the social system dimension of the school climate. It is believed that, among the various interactions taking place in the school system, the interaction between the headteacher and the teachers decides or contributes to a large extent in determining the atmosphere or the climate. This climate affects the behaviours of the individuals living and working in the environment which in turn influences their performance. This is supported by (Simonson, 2005) that, visionary, creative, knowledgeable, principled, and inspiring educational leaders are vital to building and fostering

a positive school environment to help meet public education goals in the 21st century.

The organizational structure of a school has the headteacher as its leader who should direct the actions and opinions of the rest of the members of the group. How well a school performs therefore, depends to a large extent, on the leadership. The effectiveness of the leadership styles is likely to have a significant, positive relationship with student performance. For, as Wynn and Carboni (2006) hypothesised, teachers are more likely to remain in the profession when they are satisfied with the head teacher's leadership and with the school climate and students of satisfied teachers are more likely to achieve higher than students dissatisfied teachers.

Summary of Literature Reviewed

The atmosphere of a school has a significant relationship on the performance of pupils in that environment. Students, parents, teachers, administrators, and community members experience the feel of a school and make judgments accordingly. Some of these perceptions can be conveyed as open, lively, friendly, casual, formal, unwelcoming, rigid, or closed (Lunenburg & Ornstein, 2004). School climate is an integral and indispensable component of the teaching and learning process. Certainly, no meaningful teaching and learning can take place in an environment that is not conducive and safe to both learners and staff.

Each school is characterized by its own unique climate. This is the case because schools do operate in different ways. The type of climate prevailing in a school is a mixture of the behavior of school principal and that of teachers,

students and parents in the school. The climate varies from one school to the other and is looked at as factor which always changes.

Hoy and Miskel (2005) defined school climate as a set of internal characteristics that distinguish one school from another and influence the behaviour of members. According to Perkins (2006), school climate is the learning environment created through the interaction of human relationships, physical setting, and psychological atmosphere.

Tagiuri (1968) and Loukas (2007) defined climate and atmosphere as summary concepts dealing with the total environmental quality within an organization. They presented school climate in four components; ecology, milieu, social system and culture. According to them, ecology aspect includes (the physical and material aspects), its milieu deals with (the dimension concerned with the presence of persons and groups), its social system (the social dimension concerned with the patterned relationships of persons and groups), and its culture (the social dimension concerned with belief systems, values, cognitive structures, and meaning).

Research shows that school climate can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioural and emotional problems for students (Kupenninc, Leadbeater & Blatt, 2001). Additionally, specific research on school climate indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by students. According to Brooks (1999), pupils are more likely to thrive when they are in school environment to which they feel they belong and are comfortable, a school environment in which they feel appreciated by teachers.

Kelley, Thornton, and Daugherty (2005) found that the most important aspect to maintaining a successful educational environment is effective leadership. A large aspect of that leadership is the principal's ability to create and maintain a positive school climate. A positive school climate allows teachers to adequately address student academic needs and support the process of learning (Smith & Piele, 2006). A comprehensive review of research literature findings about how Headteacher influence student achievement was conducted by Cotton (2003). According to him, heads of effective schools promote a vision and goals that focus on high levels of student learning, and continually articulate that vision throughout the school community. They establish high expectations for student achievement and hold everyone accountable for meeting these expectations. They also monitor students ' progress and share findings through systematic procedures.

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike.

Performance is observed to be the direct outcome of learning. It is the main indicator that learning has occurred. Driscoll (2005) describes learning as a "persisting change in performance or performance potential that results from experience and interaction with the world"

Kelley, Thornton, and Daugherty (2005) found that the most important aspect to maintaining a successful educational environment is effective

leadership. A large aspect of that leadership is the principal's ability to create and maintain a positive school climate. A positive school climate allows teachers to adequately address student academic needs and support the process of learning (Smith & Piele, 2006).

While it is true that behaviours of the head teacher, teachers, pupils and parents affect a school climate, to some extent, the headteacher is central to creating the social components of school climate: what he/she does establishes the social system component climate of the school whether positive or negative (Hall & George, 1999) .

The social system of school climate is composed of three major items; administrative activities, behaviour characteristics and community involvement. Administrative activities are thus charged with effective and efficient operation of an organisation and are concerned with planning, organizing, directing, co-ordinating, evaluating, organising, communicating and motivation.

People are the heart of the teaching profession. The headteacher relates and works with people every school day, that is, teachers, pupils and parents. Therefore, as suggested by Azzara (2001), the headteacher needs to be people-oriented. It is therefore, the head teacher's responsibility to create situations where the strengths of people will be tapped for facilitating the achievement of school goals. The findings of Harris and Lowery (2002) indicate that the headteacher who respects and treats every member of the school community fairly and equally encourages and emphasizes behaviour that create a positive school climate.

Gaziel (2007) found that Headteachers influence student learning indirectly by developing a school mission that provides an instructional focus for teachers, and this creates a school environment that facilitates student learning. Yukl (2006) described vision as simple and appealing enough to be understood and to invite commitment, and yet believable enough to be realistic and attainable. One of the principal objectives of the 1987 educational reform in Ghana is to make basic education community-based. This policy objective therefore grants the communities ownership of the schools. Educational provision is thus a partnership between the government and the school. According to Baku and Agyeman (2002), the roles of these two partners were explained in official policy documents as: government provides curriculum materials, equipment, teachers, supervision and management; community participates in school management, provides infrastructure, ensures pupils' presence in school, patronises a normal fee.

It is believed that, among the various interactions taking place in the school system, the interaction between the headteacher and the teachers decides or contributes to a large extent in determining the atmosphere or the climate. This climate affects the behaviours of the individuals living and working in the environment which in turn influences their performance.

CHAPTER THREE

METHODOLOGY

This chapter focuses on the research methodology and the overall procedures that were used to conduct the study are presented. It describes the research area, the research design, target population, sample size and sampling procedure, research instruments, data collection and data analysis procedures as well as the pilot of the research instrument.

Research Design

The design used in this research is correlational research design. According to Cohen, Manion and Marrison (2005), correlational research design establishes interrelationships among two or more variables. They explained that, correlational techniques are generally intended to establish if there is a relationship between the two variables. According to Burke and Christenson (2008), correlational research attempts to find relationship between one quantitative independent variable and one quantitative dependent variable. This design was appropriate for this study because it sought to find out whether there is a relationship between social system components of school climate and students' academic performance.

The social system component of school climate is considered to be the independent variable and students' academic performance is the dependent variables. The descriptive and analytical sample survey was also employed because this study tried to describe some aspect of the population (students) on

a phenomenon by selecting an unbiased sample of individuals from the population to provide data for the study. The major aim of the study was to examine the relationship between social system components of school climate and academic performance of pupils in some junior high schools in Ho municipality.

Study area

The study area is Ho. It is the capital of the Volta region of Ghana and is located in the south-eastern part of the country. It houses the main regional government offices, departments and agencies. The 2010 population and housing census estimated the population to be about 271,881 (Ghana Statistical Service, May 2012). It is located between latitudes 6o 20"N and 6o 55"N and longitudes 0o 12'E and 0o 53'E.The Municipality shares its boundaries with Adaklu and Agortime-Ziope Districts to the South, Ho West District to the North and West and the Republic of Togo to the East. The study was conducted in Ho Municipality to find out why some schools had 0% in their BECE for three consecutive years.

Population

The population for this study comprised all basic schools (Junior high schools) in the Ho municipality. The target population consists of 64 Junior high schools in the Ho Municipality that presented candidate the Basic Education Certificate Examinations (B.E.C.E) for at least four years. It Starts from 2009 to 2012. These schools were categorized into three, namely: high achieving schools, average schools and low achieving schools. The high achieving schools category have 18 schools, the average achieving schools

category consist of 28 schools and the low achieving schools category have 19 schools.

In order to categorize the schools into the three, the performance (%) of the school was determined by the number of candidate presented and the number of them that passed (i.e. obtained between aggregate 6 and 30). Schools whose percentage passes were between 61% and 100% were considered high -achieving schools. Those with percentages ranging from 40% to 60% average schools and those with percentages ranging from 0% to 39% respectively were considered as low- achieving schools.

Table 1: Distribution of Sampled Schools in the Ho Municipality by Achievement Level

Achievement level	No. of schools
High	19
Low	18
Total	**37**

Sample and Sampling Procedure

Of the 64 basic schools in Ho municipality, 37 schools were selected. That is the high- achieving schools were 18 and low-achievement schools were 18 (Table 1). The respondents of the study were the schools (high and low achieving schools) represented by head teachers' and teachers. To ensure adequacy of sample size and necessary representativeness, Krejcie and Morgan (1970) table for determining sample size from a given population is used in selecting the sample. From the list, I built sampling frames and then settled on stratified proportional sampling which was suitable for obtaining a representative sample of schools for the study. This sampling procedure was

considered appropriate because the two achievement levels considered for the study formed the strata and each stratum should be proportionally represented in the study to enable the researcher to generalize in terms of the various achievement levels to facilitate valid generalization (Scott & Usher 1996). The head teachers were selected using purposive sampling. This technique was used based on the suggestion of Cohen, Manion's and Marrison (2007) assertion that purposive sampling is used in order to access "knowledgeable" people, thus those who have in-depth knowledge about particular issues by virtue of their role, expertise or otherwise. The selection of teachers was done by using simple random sampling technique, 3 teachers were selected from each school by using lottery method to make a total of 111 teachers. In all 37 head teachers, 111 teachers were selected making a total of 148 respondents for the study.

Table 2 presents the profile of selected Junior High Schools in the Ho Municipality. It tells the number of teachers in the school and the achievement level of the school at the BECE over the past years.

Table 2: Profile of Selected Schools

Serial no.	Code of school	Teacher Population	Achievement Level
1.	H1	7	High
2.	H2	7	High
3.	H3	8	High
4.	H4	7	High
5.	H5	7	High
6.	H6	7	High
7.	H7	8	High
8.	H8	7	High

9.	H9	7	High
10	H10	8	High
11	H11	7	High
12	H12	8	High
13	H13	8	High
14	H14	8	High
15	H15	8	High
16	H16	7	High
17	H17	8	High
18	H18	6	High
19	H19	7	High
20	L1	5	Low
21	L2	7	Low
22	L3	6	Low
23	L4	6	Low
24	L5	7	Low
25	L6	7	Low
26	L7	6	Low
27	L8	6	Low
28	L9	7	Low
29	L10	8	Low
30	L11	8	Low
31	L12	6	Low
32	L13	6	Low
33	L14	5	Low
34.	L15	6	Low
35.	L16	6	Low
36.	L17	6	Low
37.	L18	5	Low

Instrument

A structured questionnaire was used to solicit views on social components of school climate and academic performance in the Ho Municipality. A closed ended type of questionnaires was employed. It was also to make it possible to elicit a wide range of responses on the issue under study. There were two sets of questionnaires for teachers and headteachers that were constructed after a comprehensive review of literature on social system component of school climate. The questionnaire was divided into three major components that make the social system. It has three sections; the first section deals with behavioural characteristics exhibited by headteaches, the second section talk about administrative structure and third about community involvement. The questionnaire was used because of its suitability to the study.

According to Twumasi (2001), the use of questionnaires in data collection increase the level of reliability and validity of measurement since the researcher can include filter questions that will help to detect errors in responses. In addition, Cohen, Manion and Morrison (2007), taking into consideration the advantages of the questionnaires, said that questionnaires tend to be more reliable and scientific while its anonymity encourages a greater degree of honesty. Respondents were assured of high level of confidentiality in the introductory part of the questionnaire.

Pilot testing of instrument

Before the pilot study, the instrument was pilot-tested it was shown to my supervisors in the Institute for Educational Planning and Administration (I.E.P.A) for their expert advice in order to establish content validity. The

research instrument was pilot in four selected junior high schools in the Hohoe Municipality. The selected schools have comparable characteristics as the target population. They represented high-achieving schools and low-achieving school in Basic Education Certificate Examination (BECE) from 2010-2014. All the teachers and the Headteachers of the selected schools responded to the questionnaire. The reliability of the instrument was calculated through the IBM SPSS 21 under the Cronbach's alpha coefficient method. The reliability of the instrument was .97 and .92 respectively.

Data Collection Procedure

To enhance a high return rate, I contacted the respondent personally. Nwana (1996) stipulated that pre-arrangement should be made with respondents so that there would be precision in the information given. I gave a week's advance notice. An introductory letter was sought from the Institute for Educational Planning and Administration, University of Cape Coast in order to give me official recognition to my respondents. Upon reaching the study area, permission was sought from the respondents. After this interaction, questionnaires were distributed, and an explanation was given as to how respondents will answer the individual items. Thus, the questionnaire was self-administered and respondents were given enough time to complete them.

Data Analysis

All items of the questionnaires were coded. Items in the form of Likert Scale were rated between 4-1 with 4 being the highest and 1 being the lowest. After collecting the data, the responses obtained were checked for their consistency. The questionnaires were also cross-checked to ensure that clear, legible, relevant, and appropriate responses had been provided. The coded

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items and their corresponding frequencies were fed into the computer using the IBM SPSS version Statistics 21. Descriptive and inferential statistics were used to analyse the data and the results presented in tables.

Research question 1 and 2 were analysed using means and standard deviations to determine the social system components of school climate that existed in low and high- performing junior high Schools the Ho Municipality.

In the same vein, means and standard deviations were employed in analysing research question four that sought to determine the characteristics of the social system components of school climate that leads to high students' academic performance. Research question 3 was analysed using Mann-Whitney U test to establish differences that exist in the social system components of school climate of Junior High Schools in high performing and low performing school in the Ho Municipality. Finally, the hypothesis that sought find significant relationship between the social system components of school climate and students' academic performance was tested using Spearman's correlation.

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CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the result of the analysis of the field data. The focal point of the study is the relationship between the social system component of school climate and academic performance in junior high schools in Ho Municipality. The study was built on the proposition that, in a school where positive social system components of school climate exist, there will be high academic performance and a school with negative social system components of school climate there will be low academic performance. The unit of analysis in this study is the school.

The analysis was conducted in five phases. First, the demographic data of the respondents was analysed to show the kind of respondents whose view on social components of school climate had been expressed in this study. Second, the behaviour characteristics of headteachers in the social component of school climate of the schools involved in the study was analysed in order to establish nature of the social components climate existing in the schools. The third segment of the analysis focused on the differences that exist in social components of school climate in the high- achieving and low- achievement schools, lastly the relationship between social components of school climate school and student achievement was explored.

Demographic Data

The demographic characteristics of the respondents (head teachers and teachers) are presented in tables and subsequently discussed. Starting is the data on head teachers. In all, 37 basic schools in the Ho Municipality were used for the study out of which 18 were classified as low performing schools and 19 as high performing schools. The 37 headteachers were made of 19 females and 18 males. Their academic qualifications are presented in Table 3.

Table 3: Academic Qualification of Headteachers

Qualification	Number	Percentage
S.S.C.E.	1	2.7
G.C.E. "O" level	8	21.6
G.C.E. "A" Level	6	16.2
Diploma	8	21.6
Degree	13	35.1
Others	1	2.7
Total	**37**	**100.0**

Results from Table 3 show that the majority of the respondents (35.1%) had a degree followed by respondents having G.C.E. "O" level and Diploma (21.6%). Only one headteacher had S.S.C.E. certificate and other certificate which could be a masters' degree. One could conclude from the findings that the respondents were highly educated.

Table 4: Professional Qualification of Headteachers

Professional qualification	Number	Percentage
Cert."A" 4 years	3	8.1
Cert."A" Post Sec.	4	10.8
Diploma	9	24.3
B. Ed.	20	54.1
Others	1	2.7
Total	**37**	**100.0**

From Table 4, it is evident that a high percentage of the respondents (54.1%) had a Bachelor of Education degree. Very few respondents had diploma (24.3%) and Teachers' Certificate 'A' Certificate (18.9%). This tell how professionally trained most of the headteachers are and it is expected that their professional qualification would translate into their work output. Table 5 presents the length of teaching and experience of head teachers.

Table 5: Length of Teaching Experience of Headteachers

Years of teaching	Number	Percentage
0-3 years	8	21.6
6-7 years	1	2.7
over 11 years	28	75.7
Total	**37**	**100.0**

Table 5 indicates that a majority of respondents (75.7%) had over 11 years of teaching experience. Only a one headteacher had six to seven years of

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teaching experience, the rest which represent 21.6% had less than 3 years of teaching experience.

Analysing the demographic data of teachers on the other hand revealed that 57 (51.4%) were in low -performing schools while 54 (48.6) were from high-performing schools making a total of 111 teacher respondents. Fifty two (46.8%) of the teachers were males and remaining 59 (53.2%) were females. The academic and professional qualifications of the teachers are presents in Tables 6 and 7 respectively.

Table 6: Academic Qualification of Teachers

Academic Qualification	Number	Percentage (%)
SSCE	22	19.8
GCE O level	21	18.9
GCE A/ Level	7	6.3
Diploma	39	35.1
Degree	22	19.8
Total	**111**	**100.0**

Table 6 shows that most respondents had Diploma which represents 35.1%, followed by teachers who had their Degree (19.8%). One could deduce that majority of the teachers had higher academic qualifications. The professional qualifications of the teachers are presented in Table 7.

Table 7: Professional Qualification of Teachers

Professional Qualification	Number	Percentage (%)
Cert. "A"	30	27.0
Diploma	42	37.8
B. Ed.	34	30.6
M.Ed./M.Phil.	5	4.5
Total	**111**	**100.0**

Table 7 shows that most of the respondents had acquired a Diploma (37.8%). Other respondents (30%) also had a Bachelor of Education and five (4.5%) had masters. One could infer from the table that majority of the respondents are professionally trained. Their years of teaching experiences are also presented on Table 8.

Table 8: Years of Teaching Experience of Teachers

Years of teaching experience	Number	Percentage (%)
0-3	4	3.6
4-5	24	21.6
6-7	20	18.0
8-10	22	19.8
Over 11 years	41	36.9
Total	**111**	**100.0**

From Table 8, it is evident that 41(36.9%) of the respondents had over 11 years teaching experience. These points to the fact that, most of the respondents are old and experienced on the job and therefore had accumulated

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enough teaching experience. Their responses therefore could be said to a true reflection of the happening in the schools over the years.

Social System Components of School Climate Existing in High

Performing Schools

Research Question 1: What social system components of school climate exist in high performing Junior High Schools in the Ho Municipality?

To answer this research question, three main dimensions of the social system components of school climate were used, namely: Administrative activities, behavioural characteristics and community involvement. The first dimension of the social component of school climate is administrative activities. In the high performing school it was observed that headteachers involve their teacher in all administrative activities. Table 9 presents teachers responses using a decision rule that mean scores 3.5 - 4 meant strongly agree, 2.5 – 3.4 means agree, 1.5 – 2.4 means disagree, and 1 – 1.4 means trongly disagree.

Table 9 shows the responses of teachers about administrative characteristics exhibited as a component of school climate that leads to students' academic performance in high performing schools. With respect to the statement, headteacher makes use of praise to motivate and inspire the staff; the mean result was 3.75 with standard deviation of .434. This implies that respondents strongly agreed to the statement head teacher makes use of praise to motivate and inspire the staff and the opinions were not differ from each other concerning the statement. Also, teachers strongly agreed that headteachers delegate administrative duties to teachers and pupils and they

create climate for learning in the schools and professional development of

staff with a mean result of 3.74 and standard deviation of .4.

Table 9: High Performing Schools Teachers' Response on Heads Administrative Activities

STATEMENT	Mean	Std. Deviation
Head teacher makes use of praise to motivate and inspire the staff	3.75	.434
Head teacher delegates administrative duties to teachers and pupils.	3.74	.444
Head teacher creates climate for learning in the schools and professional development of staff.	3.70	.462
Head teacher communicates important information in a timely manner.	3.68	.469
Head teacher feels comfortable enough to express opinion when discussing safety issues with colleagues.	3.67	.476
The School Performance Improvement Plan (SPIP) is prepared by the Head teacher and his/her staff.	3.67	.476
Head teachers actively involve themselves in the curricular and instructional life of the schools.	3.65	.481
Head teacher monitor students ' progress and share findings with teachers	3.65	.481
Head teacher articulates mission and vision throughout the school community	3.63	.487
Head teacher performs supervisory roles as a critical friend	3.63	.555
The teachers try to improve the attitude and work habit of students.	3.63	.487
Head teacher communicates and interacts effectively with all groups in the school community.	3.61	.491
Teacher develops appropriate rules and procedures that foster order and discipline	3.61	.491
Teachers in the school work together as a team	3.60	.495
Policies and procedures are in place and clearly communicated to students and parents	3.56	.598
Head teacher observe and give feedback to teachers on classroom performance as a friend.	3.54	.537
Head teacher schedules performance discussions with staff and pupils.	3.44	.655

Teaching and learning materials are present, at the right time and in the right quantity.	3.07	.842
Mean of means	**3.6**	**0.23**

In addition, respondents indicated that headteachers communicate important information in timely manner with a mean of 3.68 and standard deviation of .469. This gives an indication that most of the respondents assent to the statements and the views did not vary from each other. Also, with respect to the statements, the School Performance Improvement Plan (SPIP) is prepared by the headteacher and his/her staff, the result revealed a mean response of 3.67 and standard deviation of .476. This connotes that most of the respondents were in agreement to the statement.

Above all, it could be deduced from the Table 9 that the overall mean and standard deviation of the teachers' responses about administrative characteristics as a component of social system of school climate which lead to students' academic performance were 3.6 and .23 respectively. This gives an indication that majority of the teachers who responded to the questions see administrative characteristics of heads as determinant of school climate to improve students' performance and their responses did not differ much from one another on statements concerning the administrative characteristics of headteachers toward improving students' academic performance.

Research from Waters, Marzano, and McNulty, (2004) has provided evidence demonstrating improved academic achievement goals can be attained by effective school leaders attending to the needs of school organizations (Mitchell & Castle, 2005). In addition, a leader who is a head must be an effective orator, who is confident of his views and opinions. These views he must communicate honestly in a straightforward manner regardless of the

consequences. If a member of staff is observed to be consistently absent from classes for a period, the head must call the teacher to book. The head must also be willing to take risks by venturing into the unknown and accepting new challenges that will help him achieve the goals of the institution.

Pont, Nusche, Hunter and Moorman (2008) posit that, the interaction plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling.

In addition, teachers also responded to items about headteachers behavioural characteristics as a component of the school climate system that has influence on students' academic performance. The responses are presented in Table 10 and subsequently discussed.

Data from Table 10 denote the responses of teachers sampled for the study about the behavioural characteristics that exist in high performing schools as a component of social system of school climate. The statement requesting responses from teachers regarding whether headteacher encourages staff to come up with new and better ways of performing work, most teachers almost strongly agreed with a mean of 3.75 and a standard deviation of .434. in addition, teachers strongly agree that parents and community members contribute towards the development of the school and that head teacher puts suggestions made by staff into operation with a mean of 3.72 and standard deviation of .453, .491 respectively.

Table 10: High Performing Schools Teachers' Response on their Head's Behavioural Characteristics

STATEMENT	Mean	Std. Deviation
Head teacher encourages staff to come up with new and better ways of performing work	3.75	.434
Parents and community members contribute towards the development of the school	3.72	.453
The head teacher puts suggestions made by staff into operation	3.72	.491
The head teachers ensure that there is adequate teaching and learning resources in the school	3.70	.464
The head teacher tells teacher and students what is expected of them	3.68	.469
The head teacher involves teachers in decision-making	3.68	.469
The head teacher treats all teachers equal.	3.68	.469
The Head teachers sets example by working hard.	3.61	.491
The head teacher supports professional development.	3.61	.491
I feel free to approach my immediate supervisor regarding any concern	3.60	.495
Head teacher shows concern for workers' well-being.	3.60	.495
The head teacher is concern with professional development of teacher.	3.58	.533
There is tolerance and mutual understanding between teachers	3.54	.503
Mean of Means	**3.7**	**0.24**

Decision rule: 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree

This signifies that most of the respondents strongly agreed to the statements and their responses did not differ much from each other in relation to the statements. Also, regarding the statements, head teacher tells teacher and students what is expected of them, head teacher involves teachers in decision-making as well as head teacher treats all teachers equal, the mean response was 3.68. This indicates that respondents strongly agreed to the statements and that of standard deviation .469 also denotes that responses did not differ much from each other.

Besides, it could be deduced from the table that the mean of means of 3.70 and standard deviation of 0.24 on the behavioural characteristics of headteachers as a component of social system of school climate in high performing schools imply that teachers see heads behaviour as a component of social system of school climate necessary to improve students' performance. Their responds did not did differ much from each other.

The third component of the social system of school climates that the teachers responded to was on headteachers' community relation. The responses of teachers from high performing Junior High Schools are presented in Table 11 and the findings subsequently discussed. The distribution in Table 11 presents the responses of teachers on the community involvement of heads as characteristics exhibited in high performing Junior High School in Ho Municipality. From Table 13, the results show that teachers agree that headteachers keeps proper financial records and are accountable for all funds received with a mean of 3.77 and a standard deviation of .42.

Table 11: High Performing Schools Teachers' Response on Heads
Community Involvement

STATEMENT	Mean	Std. Deviation
The Head teacher keeps proper financial records and area accountable for all funds received.	3.77	.423
Parents and community members value what the school does and support its policies and procedures	3.74	.444
Parents and community members contribute towards the development of the school.	3.65	.517
Head teachers work harmoniously with School Management Committee (SMC).	3.65	.517
The head teacher plans school activities with the assistance of staff, the Parents Teachers	3.65	.517
The School Management Committee (SMC) oversees the implementation of the School Performance Improvement Plan (SPIP).	3.60	.495
The school organizes School Performance Appraisal Meeting(SPAM)	3.40	.704
Mean of Means	**3.6**	**0.17**

Decision rule: 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree

The mean of 3.77 and standard deviation 0f .423 imply that majority of

the teachers sampled for the study strongly agreed to the statement and their

responses did not differ much from each other. Secondly, on the statement that sought to solicit responses from teachers with regard to parents and community members valuing what the school does and supporting its policies and procedures, the mean response was 3.74 with a standard deviation of .444. This statistics imply that majority of the respondents strongly agreed to the statement and their responses did not vary much from each other. Responding to parents and community members contributing towards the development of the school, head teachers working harmoniously with School Management Committee (SMC) and the headteacher planning school activities with the assistance of staff and Parents Teachers Association, the mean response was 3.65 and standard deviation .517. It can be deduced that most of the respondents strongly agreed to the statement and their responses did not differ much from each other. For the statement seeking for responses from teachers on the School Management Committee (SMC) oversees the implementation of the School Performance Improvement Plan (SPIP) as well as the school organizes School Performance Appraisal Meeting (SPAM), the results showed that the mean response of 3.60 and 3.40 and a standard deviations of .495 and 0.704 respectively. It can be deduced from the results that most of the responses were in agreement about the statement and their responses did not vary much from each other concerning the statement.

With reference to the mean of means of 3.6 and standard deviation of .17, the responses given to items in the questionnaire concerning the community involvement by headteacher gives a direct implication that most of the teachers agreed to the statements and their responses did not differ much from each other.

Social System Components of School Climate in Low Performing

Schools

Research 2 Two: What social system components of school climate exist in low performing Junior High Schools the Ho Municipality?

To answer this research question, the three main dimensions of the social system components of school climate namely administrative activities, behavioural characteristics and community involvement of headteachers of low performing schools were analysed. Tables 12, 13 and 14 present teachers responses about their headteacher in their various schools. The decision rule was that mean scores of 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree.

The distribution from Table 12 reveals a mean of means of 3.19 and standard deviation of 0.331. This indicates that most teachers agreed to the statements and their responses did not differ much from each other with respect to behavioural characteristics that exist in low performing school. The statements examining the responses from teachers regarding whether headteachers encourages staff to come up with new and better ways of performing work had a mean response of 3.48 and standard deviation of .504, and the statement asking if headteachers tells teacher and students what is expected of them also had a mean response of 3.46 and standard deviation of .538.

These mean responses indicate that respondents agree that their headteachers exhibit these behavioural characteristics in their schools. In addition, teachers from low performing schools agreed that headteachers

support professional development of member of staff (M=3.41, SD=.567).

This connotes that most of the respondents agreed to the statements and their

responses did not vary much from each other.

Table 12: Low Performing Schools Teachers' Response on Headteachers Behavioural Characteristics

STATEMENTS	Mean	Std. Deviation
Head teacher encourages staff to come up with new and better ways of performing work.	3.48	.504
The head teacher tells teacher and students what is expected of them	3.44	.538
The head teacher supports professional development.	3.41	.567
The head teacher treats all teachers equal.	3.37	.653
Head teacher shows concern for workers' well-being.	3.31	.639
There is tolerance and mutual understanding between teachers	3.30	.537
The head teacher involves teachers in decision-making	3.28	.564
The Head teachers sets example by working hard.	3.28	.529
I feel free to approach my immediate supervisor regarding any concern	3.24	.612
The head teacher is concern with professional development of teacher.	3.11	.744
Parents and community members contribute towards the development of the school.	2.85	.787
The head teachers ensure that there is adequate teaching and learning resources in the school.	2.80	.683
The head teacher puts suggestions made by staff into operation.	2.57	.716
Mean of means	**3.19**	**0.331**

Surprisingly, the responses of teachers from low performing schools

did not differ much from teachers from high performing schools in respect of

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headteachers' behaviours as a component of the social system of the school climate but the academic performance of the students in performing schools was better than those of low performing schools. The administrative activities and the community relation of headteachers in low performing schools are also analysed and the responses of the teachers are presented.

Table 12 presents teachers responses on their heads administrative activities It could be deduced from the Table 12 that the mean of means and standard deviation of the teachers' responses about administrative characteristics that exist in low performing as a component of social system of school climate which can lead to students' academic performance is 3.14 and standard of .350 respectively. This gives an implication that majority of the teachers agreed to the statements concerning administrative characteristics of heads as determinants of school climate to improve students' performance. The standard deviation of .35 indicates that there are little deviations in teachers' responses on the statements concerning the administrative characteristics of heads and teachers that exist in low performing school.

With respect to the statement, head teachers actively involve themselves in the curricular and instructional life of the schools; the mean response was 3.48 with standard deviation of 0.50. This implies that respondents agreed to the statement and their opinions did not differ from each other. On the statements, teachers develop appropriate rules and procedures that foster order and discipline as well as headteachers articulates mission and vision throughout the school community, the result revealed a mean response of 3 and standard deviation of .50 indicating that most of the teachers agreed to the statements.

Table 13: Low Performing Schools Teachers' Response on Administrative Activities of Heads

STATEMENTS	Mean	Std. Deviation
Head teachers actively involve themselves in the curricular and instructional life of the schools.	3.48	.50
Head teacher monitor students ' progress and share findings with teachers	3.43	.50
Head teacher communicates and interacts effectively with all groups in the school community.	3.39	.51
Teacher develops appropriate rules and procedures that foster order and discipline	3.37	.53
The teachers try to improve the attitude and work habit of students.	3.35	.52
Teachers in the school work together as a team	3.33	.48
Head teacher articulates mission and vision throughout the school community	3.30	.50
Head teacher creates climate for learning in the schools and professional development of staff.	3.28	.63
Head teacher feels comfortable enough to express opinion when discussing safety issues with colleagues.	3.28	.56
Policies and procedures are in place and clearly communicated to students and parents	3.24	.51
Head teacher communicates important information in a timely manner.	3.19	.65
Head teacher makes use of praise to motivate and inspire the staff	3.13	.65
Head teacher performs supervisory roles as a critical friend	3.04	.73
Head teacher delegates administrative duties to teachers and pupils.	2.98	.79
Head teacher observe and give feedback to teachers on classroom performance as a friend.	2.76	.79
The School Performance Improvement Plan (SPIP) is prepared by the Head teacher and his/her staff.	2.67	.75
Teaching and learning materials are present, at the right time and in the right quantity.	2.65	.83
Head teacher schedules performance discussions with staff and pupils.	2.61	.74
Mean of means	**3.14**	**0.35**

The standard deviation of .5 presupposes that the respondents to the statements did not vary from each other. Also, with respect to the statements, teaching and learning materials are present at the right time and in the right quantity as well as head teachers schedule performance discussions with staff and pupils, the mean responses were 2.65 and 2.61 and standard deviations .83 and .74 respectively. This indicates that most of the respondents were in agreement to the statements and their responses did not differ much from each other.

Table 14 presents the responses of teachers from low performing schools about their headteachers' community involvement. With reference to Table 14, a mean of means of 2.70 and standard deviation of .29 of the responses given to items in the questionnaire concerning the community involvement of heads and teacher that exist in low performing schools in Ho municipality, gives a direct implication that most of the teachers agreed to the statements and their responses did not differ much from each other.

On the statement that headteacher keeps proper financial records and are accountable for all funds received and that they work harmoniously with School Management Committee (SMC), the result in Table 14 reveals a mean response of 3.26 and 3.00 with a standard deviation of .48 and .514 respectively. This implies that majority of the teachers sampled for the study agreed to the statement and their responses did not differ much from each other. Also, on the statement that sought to solicit responses from teachers with regard to head teacher planning school activities with the assistance of staff and the Parents Teachers Association, the mean response was 2.85 with a standard deviation of .76. This also implies that majority of the respondents

agreed to the statement and their responses did not vary much from each other.

Table 14: Low Performing Schools Teachers' Response on Community Involvement of their Heads

STATEMENTS	Mean	Std. Deviation
The Head teacher keeps proper financial records and area accountable for all funds received.	3.26	.48
Head teachers work harmoniously with School Management Committee (SMC).	3.00	.51
The head teacher plans school activities with the assistance of staff, the Parents Teachers	2.85	.76
The School Management Committee (SMC) oversees the implementation of the school Performance Improvement plan (SPIP)	2.52	.54
Parents and community members contribute towards the development of the school.	2.43	.50
Parents and community members value what the school and support programme and policies	2.43	.60
The school organizes School Performance Appraisal Meeting(SPAM)	2.41	.50
Mean of means	**2.70**	**0.30**

Decision rule: 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree

In addition, responding to parents and community members contribute towards the development of the school as well as parents and community members value the school, the result was a mean response of 2.43 and a standard deviation of .60. It can be deduced that most of the respondents disagreed to the statements and their responses did not differ much from each other.

The response of the teachers in low performing schools about their head teachers' community involvement was a little different from the responses of teachers from high-performing junior high schools. Whereas teachers from high performing schools agreed to all the items about their heads community involvement, the teachers from low performing schools did not agree to some of the statements, indicating that headteachers in low performing schools do not full community involvement. This could have brought about the differences in their students' academic performance.

Differences that Exist in High and Low Performing Schools in Terms of Social System Components of School Climate

Research 3: What differences exist in the social system components of school climate in high and low performing junior high schools in the Ho Municipality?

The study sought to find out any statistical difference in the social system components of school climate in high and low performing Junior high schools in the Ho Municipality using the responses of teachers and head teachers. The independent samples t-test was used in testing for the statistical differences using the behavioural, administrative and community involvement

subcomponents. The results are thus presented in Tables 15, 16 and 17 and discussed subsequently.

Table 15: Comparing Headteachers' Behaviour

Type of school	N	Mean	Std. Deviation	Mann-Whitney U	Asymp. sig
Low performing school	18	2.70	.24	.00	.00
High performing school	19	3.74	.17		

Decision rule: 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree

Results from Table 15 shows a mean score of head teachers' of low performing schools' behavioural characteristics of social system component of school climate as 2.70 and that of high performing was 3.74. This implies that a positive behavioural characteristics of head teachers as a component of social system of school climate will have positive effects on students' performance while a negative behavioural characteristics of head teachers as a component of social system will have a negative effect on students' performance.

Besides, their respective standard deviations indicated that both heads from low and high schools perceptions did not differ much in their views about their behavioural characteristics as a component of social system of school climate having influence on students' performance. The Mann-Whitney U was .00 and its p value was 0.00 at 95% significant level. Since the p value is less than 0.05 significant levels, this asserted that there was statistically

significant difference in behavioural characteristics of head teachers of low and high performing schools as a component of social system of school climate in Ho Municipality.

This result confirmed the assertion that, head teachers are uniquely expected to give their followers vision and ability to perform to the best of their ability. It is not surprising that Drucker (2006) also reiterates that every head as a lead professional should set objectives, organise activities, motivate and communicate effectively with his/her followers, measure performance and develop his/her people. Gaziel (2007) found that headteachers influence student learning indirectly by developing a school mission that provides an instructional focus for teachers, and this creates a school environment that facilitates student learning. Thus, the efforts of the followers must be led towards creating a positive social component of school climate and the achievement of given objectives in accordance with stated policy in the school.

Headteachers   in high performing schools have the ability to motivate and set mission and vision for teachers that create positive social component of school climate that eventually lead improvement in students' academic achievement compared to headteachers in low performing schools that do not show positive behavioural characteristics hence poor students' achievement.

The administrative activities of headteachers as a social component of the school climate for high-performing and low-performing junior high schools were compared to determine if there were any statistically significant differences. The result is presented in Table 16.

Table 16: Comparing Headteachers' Administrative Activities

Type of school	N	Mean	Std. Deviation	Mann-Whitney U	Asymp. sig
Low performing school	18	2.77	.20	.00	.00
High performing school	19	3.70	.10		

Decision rule: 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree

As shown in the Table 16, the mean score of head teachers' of low performing schools' administrative activity as a component of social system of school climate was 2.77 and that of high performing schools was 3.70. This portrays that a positive administrative activity or system of head teachers as a component of social system of school climate will have positive impacts on students' performance while a negative administrative structures also have a negative impacts on students' performance.

In addition to their respective standard deviations point out that head teachers' perceptions did not differ much in both low and high performing schools about the administrative activities of heads as a component of social system of school climate. The Mann-Whitney U calculated value for both low performing and high performing schools was .00 and its p value was 0.00 at 95% confidence level. Since the p value is less than 0.05 significance level, this averred that differences exist in administrative activities or structures of high and low performing schools in Ho Municipality.

According to Mankoe (2007), administration refers to institutional objectives, policies, strategies, schedules, procedures, tools and methods for achieving them. This means that, head teachers must work out in broad outline the things that need to be done and the methods for doing them in order to accomplish the purpose set for the school. GES (2010) postulate that, the headteacher needs to perform the function of administration with the assistance of his staff, the school board, the Parent Teacher Association (PTA), as well as the school management committee depending on the size of the task that needs to be performed. Indeed, if such steps are taken with the view to involving all the important players in the organisation, as well as achieving the optimum outcome, we can say that proper school administration has taken place. Though the headteacher as the person responsible for managing the school and for providing instructional leadership is ultimately responsible for improvement planning, the entire school community should be actively involved in all stages of the process: planning, implementing, monitoring, and evaluating progress (GES, 2010). These characteristics are clearly seen in high performing schools translating into their pupils' good academic performance.

Table 17 compares the headteachers' community involvement in the high and low performing schools in the Ho Municipality.

Table 17: Comparing Headteachers' Community Involvement

Type of school	N	Mean	Std. Deviation	Mann-Whitney U	Asymp. sig
Low performing school	18	2.54	.29	.00	.00
High performing school	19	3.72	.19		

Decision rule: 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree

Statistics from the Table 17 indicates a mean score of 2.54 for head teachers of low performing schools community involvements as a component of social system of school climate as compared to high performing school with a mean value of 3.72. This portrays a good community involvement by head teachers of high performing schools in planning and development of their school to improve pupils' performance. The standard deviations as indicated in the Table 17 affirmed that head teachers' perceptions have significant differences about their community involvements as a component of social system of school climate influencing on students' academic performance.

The calculated Mann-Whitney was .00 and its p value was 0.00 at 5% significance level. This imply that differences exist in community involvements as a component of social system of school climate of head teachers from low and high performing schools in Ho Municipality.

According to Zinth (2005), parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work

together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enrol in higher level programmes. World Bank (1999) also supports the view that, communities and society must support parents and school in the upbringing, socializing, and educating of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society.

Teacher's responses were also analysed to determine if there were differences in the social components of the school climate of high and low performing Junior High Schools in the Ho Municipality. The results are presented in Tables 18 – 20.

Table 18: Teachers Response on Behavioural Characteristics

Type of school	N	Mean	Std. Deviation	Mann-Whitney U	Asymp. sig
High performing school	54	3.55	.21	40.00	.00
Low performing school	57	2.52	.32		

Decision rule: 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree

Table 18 shows a mean value of 2.52 for 54 teachers in low performing schools against a mean score of 3.55 for 57 teachers from high performing schools. This indicates that head teachers in high performing schools have

positive behavioural characteristics of as a component of social system of school climate and that has positive effect on students' performance.

The standard deviations indicated that responses of teachers from low and high performing schools did not vary much with regard to their views concerning the behavioural characteristics of head teachers as a component of social system of school climate having influence on students' performance. The calculated Mann-Whitney U was 40.00 with its p value 0.00 at 5% significance level. This confirmed that there was statistically significant difference in behavioural characteristics of head teachers of low and high performing schools in Ho Municipality.

This agrees with the findings of Harris and Lowery (2002) who indicated that the headteacher who respects and treats every member of the school community fairly and equally encourages and emphasizes behaviour that create a positive school climate. In addition to that, relating his experiences as a former head teacher, Heller (2002) affirmed that showing compassion to staff makes them more willing to put in extra hours when need be. He believes in Maslow's hierarchy of needs that says people function at high levels when their basic needs are met. He goes on to emphasize that personal relationships enhance loyalty and mutual support.

Table 19: Teachers Response on Administrative Activities

Type of school	N	Mean	Std. Deviation	Mann-Whitney U	Asymp. sig
High performing school	54	3.6	.16	19.50	.00
Low performing school	57	2.57	.38		

Decision rule: 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree

Data from the Table 19 reveals mean scores of 3.6 and 2.57 for teachers in high performing and low performing schools respectively about head teachers' administrative activities as a part of social system of school. This indicates that head teachers of high performing schools have positive administrative activities that make them set and maintain high but achievable objectives for students, manage instructional time effectively, and they are regular and punctual in school which improve students' academic performance. In addition, the standard deviations point out that teacher' perceptions did not differ much about the administrative activities or structure as a component of social system of school climate having effects on students' performance. The Mann-Whitney U calculated for the two schools was 19.50 with corresponding *p* value of 0.00 at 95% confidence level. Since the *p* value is less than 0.05 significance level, this suggests that differences exist in administrative structures as a component of social system of school climate of head teachers of low and high performing schools in Ho Municipality.

Table 20 presents teachers responses on their headteachers involvement of the community in the administration of their schools.

Table 20: Teachers Response on Community Involvement

Type of school	N	Mean	Std. Deviation	Mann-Whitney U	Asymp. sig
High performing school	54	3.70	.16	72.50	.00
Low performing school	57	2.49	.46		

Decision rule: 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree

It could be seen from Table 20 that high performing school had a mean value of 3.70 while low performing schools had mean value of 2.49 in respect of headteachers' community involvements as a component of social system of school climate in Ho Municipality. This portrays that high performing schools have a good community involvement in workshops and training and school management committee as an aspect of social system of school climate which improve students' performance.

The standard deviations as indicated in the Table 20 indicates that teachers' responses did not differ much about their community's' involvements as a component of social system of school climate which has influence on students' academic performance. The Mann-Whitney U calculated was 72.50 and its *p* value was 0.00 at 95% confidence level. This

implies that differences exist in community involvements in low and high performing schools in Ho Municipality.

GES (2010) stated that the school may find through the PTA, local resource persons to share their experiences on certain topics of the curriculum which teachers cannot handle competently, for example cultural practices. The community may provide materials and labour to repair school buildings or furniture. Members of the community can serve on various school committees such as sports, discipline and health. It can be said most of these characteristics are present in high performing schools in the Ho Municipality therefore one can infer that these schools perform well because the headteacher liaise with the community.

Characteristics of Social System Components of School

Climate that Leads to Academic Performance

Research Question 4: What are the characteristics of social components of school climate that leads to high students' academic performance?

To identify the characteristics of the social system components of school climate that leads to students' academic performance, both head teachers and teachers of high and low performing schools responded to items in the questionnaire. The results are presented in Tables 21.

Table 21: Headteachers' Response on Administrative Activities

Statements	Mean	Std. Deviation
Headteacher holds staff meetings regularly	3.49	.51
The headteacher encourages teachers to come up with new and better ways of performing work	3.49	.51
Headteacher motivates teachers to perform their tasks better	3.46	.51
Headteacher keeps proper record of the school activities	3.43	.60
Headteacher organizes in-service trainings to update knowledge and skills of teachers	3.43	.56
Headteacher delegates administrative duties to teachers and pupils	3.41	.64
Head teachers monitoring leads to improvement of school performance	3.35	.72
Pupils performance are assessed	3.30	.66
Headteacher puts suggestions made by staff into operation	3.24	.64
Teachers' performance are assessed	3.24	.72
Teachers are involved in preparing School Performance Improvement Plan	3.24	.79
Teachers use teaching and learning material during teaching.	3.24	.68
Teachers set and maintain high but achievable objectives for students	3.22	.82
There is cordial relationship with members of staff	3.19	.87
headteacher creates climate for learning, professional sharing in the schools and professional development of staff	3.16	.83
There is transparency and accountability of all financial matters in the school	3.14	.71
Teachers are regular and punctual in school	3.14	.82
Classroom supplies, instructional materials and	3.00	.91

supplementary materials are readily available		
Teachers manage Instructional time effectively	2.59	.69

Decision rule: 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree

Table 21 reveals the responses of head teachers' on their administrative characteristics they exhibited as a component of school climate that leads to students' academic performance. With a mean response of 3.49 and a standard deviation of .51, head teachers strongly agreed that they hold staff meetings regularly and encouraging teachers to come up with new and better ways of performing their work. Also, with at a mean of 3.49 and standard deviation of .51, they strongly agreed that they motivate teachers to perform their tasks better, this is an implication that most of the respondents strongly agreed to the statements and their responds did not differ from each other on the statements.

This supposes that when head teachers hold regular staff meetings, encourage teachers to come up with new ways of doing things and motivate teachers to perform their tasks better, it results in students having higher academic performance. These behavioural characteristics of head teachers influence students' academic performance the most as indicated by respondents in the Ho Municipality.

The headteachers agreed to exhibit all the other characteristics enumerated on the questionnaire. According to Cotton (2003), headteachers motivate, inspire and provide resources to teachers as a way of driving the instructional process. They assist in developing the teachers' mastery of instructional practices through the knowledge, skills, and dispositions that bring to the educational environment. Benton (1995) also indicated that the need for security, sense of belonging and recognition goes a long way in

determining a worker's attitudes and level of performance. Benton points out that leaders should also recognize that individual needs are most of the time satisfied better with recognition and support than with money. This underscores the need for the head teachers to make use of praise to motivate for the staff to put up their best performance that creates positive social component of school climate that leads to higher academic performance.

Table 22: Headteachers' response on Community Involvement

Statements	Mean	Std. Deviation
The school organized School Performance Appraisal Meeting (SPAM)	3.27	.73
Workshops and training are organized for teachers and head teachers	3.22	.71
School activities are planned with the assistance of staff, the school board, the Parent Teacher Association (PTA), as well as the School Management Committee	3.22	.67
Parent and community members appreciate what the school does and support its programme and policies	3.17	.76
Head teachers work harmoniously with School Management Committee (SMC)	3.16	.69
Parents and community members contribute towards the development of the school	3.11	.88
The SMC oversee the implementation of the School Performance Improvement Plan (SPIP)	3.02	.85
The community is involved in organization of School Performance Appraisal Meeting (SPAM)	3.00	.85
Mean of means	**3.15**	**.56**

Decision rule: 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree

Table 22 reveals the responses of head teachers about community involvement as a component of school climate that leads to high students' academic performance. On the statements soliciting responses from head teachers concerning organization of workshops and trainings for teachers and head teachers and that of planning of school activities with the assistance of staff, the school board, Parent Teacher Association as well as the School Management Committee, the mean values was 3.22 and standard deviation of 0.67. This implies that most of the respondents agreed to the statements and there was little variation in their responses to the statements. Also, respondents agreed that parent and community members appreciate what the school does and support its programme and policies (Mean=3.17, SD= .69).

In addition, respondents also agreed that head teachers work harmoniously with School Management Committee (SMC) with a mean of 3.16 and standard deviation of 0.69. These imply that most of the respondents acceded to the statements and their views did not differ much from each other. With respect to the statements regarding SMC overseeing the implementation of the School Performance Improvement Plan (SPIP) and head teachers involving the community in organization of School Performance Appraisal Meeting (SPAM), the mean response was 3.0 with standard deviation of 0.85. This result signifies that majority of the respondents were in agreement to the statements.

However, it could be seen from the Table 22 that the overall mean and standard deviation of respondents about the community involvement as a component of social system of school climate which lead to high students' academic performance revealed were 3.15 and 0.56 respectively. This asserted

that majority of the head teachers who responded to the questions see community involvement as a characteristics of social system of school climate necessary to improve students' performance and their responds did not did differ much from each other.

GES (2010) explained that, School Performance Appraisal Meeting (SPAM), as the name implies, is a meeting of major stakeholders in education to discuss the performance of schools at the various levels of education delivery school, circuit or district. At these meetings, decisions are taken as to how the performance of the school could be improved through the efforts of all stakeholders - pupils, teachers, Headteachers, SMC, PTAs, Community leaders, Circuit Supervisors etc. SPAM is therefore designed to keep all stakeholders in education particularly local communities, well-informed about the extent of teaching and learning going on in their schools, and also give all members of the community, the opportunity to participate meaningfully in deciding on how to improve the outcomes in their schools.

On the part of the teachers, respondents expressed their views on headteachers' administrative activities and behavioural characteristics that are believed to influence students' performance.

Table 23: Teachers' Response on Administrative Activities

Statements	Mean	Std. Deviation
Headteacher communicates and interacts effectively with all groups in the school community	3.20	.84
Teacher develops appropriate rules and procedures that foster order and discipline	3.15	.86
Policies and procedures are in place and clearly communicated to students and parents	3.15	.91
Headteacher monitor students ' progress and share findings with teachers	3.15	.90
Headteacher creates climate for learning in the	3.14	.90

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schools and professional development of staff.		
Head teachers actively involve themselves in the curricular and instructional life of the schools	3.14	.85
Headteacher observe and give feedback to teachers on classroom performance as a friend	3.14	.87
Headteacher performs supervisory roles as a critical friend	3.10	.87
Headteacher schedules performance discussions with staff and pupils	3.08	.90
Teaching and learning materials are present, at the right time and in the right quantity	3.08	.91
Headteacher feels comfortable enough to express opinion when discussing safety issues with colleagues	3.08	.90
The School Performance Improvement Plan (SPIP) is prepared by the Headteacher and his/her staff	3.05	.95
The teachers try to improve the attitude and work habit of students	3.05	.90
Teachers in the school work together as a team	3.04	.88
Headteacher delegates administrative duties to teachers and pupils	3.01	.98
Headteacher articulates mission and vision throughout the school community	2.98	.99
Headteacher communicates important information in a timely manner	2.96	.91
Headteacher makes use of praise to motivate and inspire the staff	2.91	1.04
Mean of means	**3.08**	**0.60**

Decision rule: 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree

Table 23 shows the responses of teachers about administrative characteristics exhibited by headteachers as a component of school climate that leads to students' academic performance. With respect to statements investigating headteachers administrative activities, respondents (teachers) agreed that headteacher communicates and interacts effectively with all groups in the school community (Mean=3.20, SD=0.84). This implies that respondents agreed to the statement that heads communicates and interact

effectively with all groups in the school community and the opinions were not too different from each other. On the statements that, teacher develops appropriate rules and procedures that foster order and discipline; policies and procedures are in place and clearly communicated to students and parents as well as headteacher monitor students' progress and share findings with teachers, the mean response was 3.15 with standard deviation of 0.9. This gives an indication that most of the respondents assent to the statements and their views did not vary much from each other.

Also, with respect to the statements, headteacher creates climate for learning in the schools and professional development of staff; actively involve themselves in the curricular and instructional life of the schools as well as observe and give feedback to teachers on classroom performance as friend, the result revealed a mean value of 3.14 respectively and standard deviation of .8. This connotes that most of the respondents were in agreement to the statements.

Moreover, respondents agreed to statements that headteacher communicates important information in a timely manner (Mean= 2.96, SD= .91) as well as makes use of praise to motivate and inspire the staff (Mean= 2.91, SD= 1.04). this means that most of the respondents agreed to the statements that heads communicate important information in a timely manner and also make use of praise to motivate and the inspire but there is a variation in the responses of teachers to the statements.

In all, it could be deduced from the Table 23 that the Mean of means and standard deviation of the teachers' responses about administrative activities as a component of social system of school climate which lead to

students' academic performance was 3.08 and 0.60 respectively. This gives an indication that majority of the teachers who responded to the questions see administrative activities of heads as determinants of school climate to improve students' performance and their responses did not differ much from one another on the statements concerning the administrative characteristics of heads and teachers toward improving students' academic performance.

Research from Waters et al (2004) revealed that academic achievement and goals can be attained by effective school leaders attending to the needs of school organizations. In addition, Mitchell and Castle, (2005) also indicated that a leader who is a head must be an effective orator who is confident of his views and opinions. These views he must communicate honestly in a straightforward manner regardless of the consequences. If a member of staff is observed to be consistently absent from classes for a period, the head must call the teacher to book. The head must also be willing to take risks by venturing into the unknown and accepting new challenges that will help him achieve the goals of the institution. Pont et al (2008) posit that, interaction plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling.

Table 24 presents the responses of teachers in respect of their views about headteachers behaviour characteristics as component of the school climate that improves students' academic performance.

Table 24: Teachers' Response of Behavioural Characteristics

Statements	Mean	Std. Deviation
There is tolerance and mutual understanding between teachers	3.32	.75
I feel free to approach my immediate supervisor regarding any concern	3.20	.84
The headteacher supports professional development.	3.12	.95
Headteacher shows concern for workers' well-being.	3.07	.79
Parents and community members contribute towards the development of the school.	3.05	.89
Headteacher encourages staff to come up with new and better ways of performing work.	3.04	.97
The headteacher puts suggestions made by staff into operation.	3.01	.97
The Headteacher sets example by working hard.	3.01	.90
The headteacher tells teacher and students what is expected of them	2.98	.93
The headteacher involves teachers in decision-making	2.98	.93
The headteacher treats all teachers equal.	2.94	.93
The headteachers ensures that there is adequate teaching and learning resources in the school.	2.80	.98
The headteacher is concern with professional development of teacher.	2.73	1.05
Mean of Means	**3.08**	**0.70**

Decision rule: 3.5 - 4 =Strongly Agree, 2.5 – 3.4 = Agree, 1.5 – 2.4 = Disagree, 1 – 1.4 = Strongly Disagree

Data from Table 24 denotes the responses of teachers sampled for the study about their views of headteachers' behavioural characteristics of social system of school climate that leads to students' academic performance. The

statements examined the responses from teachers regarding headteachers tolerance and mutual understanding between teachers (Mean=3.32, SD=.75); teachers feeling free to approach their immediate supervisor regarding any concern (Mean=3.20, SD=.84) and headteacher supporting professional development (Mean=3.12, SD=.95). Most of the respondents agreed to the statements and their responses did not differ much from each other. Also, the respondents agreed to the statements: headteacher tells teacher and students what is expected of them and headteacher involves teachers in decision-making. These had mean response of 2.98 and standard deviation 0.93, indicating that respondents agreed to the statements and the responses di not differ much from each other.

Besides, it could be deduced from the table that the Mean of means of 3.08 and standard deviation of .70 indicates teachers are of the view that headteachers exhibit good behaviour characteristics of social system of school climate that lead to students' academic performance and their responds did not did differ much from each other. This implies that teachers see headteachers' behaviours as characteristics of social system of school climate necessary to improve students' performance.

Relationship Between Social System Components of School Climate and Students' Academic Performance

A hypothesis was formulated to ascertain the relationship between social system of school climate and academic performance as follow:

H_0: There is no significant relationship between the social system components of school climate and students' academic performance.

H_1: there is a significant relationship between the social system components of school climate and students' academic performance.

A correlational analysis was conducted to find the relationship between social system components of school climate of Junior High Schools and students' academic performance. To determine the relationship between the social system components of school climate and students' academic performance, Pearson correlation was calculated from the responses of head teachers and teachers and the results are presented in Table 25.

Table 25: Relationship Between the School Climate and Students'
**   Performance**

			School Performance	School Climate
Spearman's Rho	School Performance	Correlation Coefficient	1.000	.861**
		Sig. (2-tailed)	.	.000
		N	111	111
	School Climate	Correlation Coefficient	.861**	1.000
		Sig. (2-tailed)	.000	.
		N	111	111

The purpose of this test was to find out whether social system components of school climate have a relationship with the students' academic performance. Table 25 shows a very strong positive relationship with a Spearman's Rho of .861 from the headteachers' responses. This means there is a very strong positive relationship between social system components of school climate and students' academic performance in Junior High School in Ho municipality. Also, analysing teachers responses reveal a strong positive relationship between school climate and students' academic performance with Spearman's Rho of .861.

Besides, the *p* value (.000) from the responses of teachers and headteachers is less than .05 and as such, we reject the null hypothesis and

conclude there is a significant relationship (strong positive relationship) between social system components of school climate and students' academic performance in Junior High School in Ho Municipality.

This statistics confirmed Marzano et al (2005) who assert that leadership is a central ingredient and often the keystone element in school and school success as defined in terms of student achievement. Indeed, at the school level, leadership has been identified as one of the four crucial and driving force of high performing schools. The headteacher is therefore uniquely expected to give his/her followers vision and ability to perform to the best of their ability. Drucker (2006) also reiterates that every head as a lead professional should set objectives, organise activities, motivate and communicate effectively with his/her followers, measure performance and develop his/her people. Thus, the efforts of the followers must be led towards creating a positive social component of school climate and the achievement of given objectives in accordance with stated policy.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter gives an overview of the study. It also presents the summary of the major findings, conclusions, recommendations and areas for further studies.

Overview of the Study

The atmosphere of a school has a significant impact on the pupils in that environment. Students, parents, teachers, administrators, and community members experience the feel of a school and make judgments accordingly. Some of these perceptions can be conveyed as open, lively, friendly, casual, formal, unwelcoming, rigid, or closed (Lunenburg & Ornstein, 2004). School climate is an integral and indispensable component of the teaching and learning process. Certainly, no meaningful teaching and learning can take place in an environment that is not conducive and safe to both learners and staff.

Lucas (2007) states that although it has been difficult to determine a comprehensive definitions of school climate, researchers agree that climate are a multidimensional construct that includes physical, social and academic dimensions. This study focused on the social system dimension of the school climate. It is believed that, among the various interactions taking place in the school system, the interaction between the headteacher and the teachers decides or contributes to a large extent in determining the atmosphere or the

climate. This climate affects the behaviour of the individuals living and working in the environment which in turn influences students' academic performance. In short a strong correlation was found out between social components of school climate and students' academic performance.

This study sought to investigate the relationship between the social components of school climate in high and low performing schools in the Ho Municipality. It is also aimed at determining the social system components of school climate which is exhibited by headteachers in the Ho Municipality. The instruments for this study were two sets of questionnaires for teachers and headteachers obtained after a comprehensive review of literature on social system component of school climate. It was pilot tested in four Junior High Schools in the Hohoe Municipality and had a reliability coefficient of .972. It comprises two sections. Section I consisted of five items that probed the biographic data of the respondents. This section was deemed necessary because independent variable like sex, academic qualification, length of teaching experience, professional qualification, etc., could cause variations in teachers' and headteachers perceptions of social system components of school climate and academic performance. The section consisted of a number of alternatives from which respondents were to select applicable ones. Responses were aggregate and their percentages calculated.

Section B had 38 items structured to elicit respondents' perception of the social system component of school climate in their respective schools. All the items are simple descriptive statements. Teachers and headteachers were to indicate the extent to which each statement characterizes their school along a 4- point Likert-type scale from strongly agree to strongly disagree. The data

were aggregated to the type of school by averaging teachers' and headteachers' responses within each school. This is because, the unit of analysis was the school and the variables reflected organizational properties. Data on student achievement was obtained from the Basic Education Certificate Examinations (BECE) results from 2009 to 2013 (HOMEO 2013). In all, 37 schools were selected for the study out of a total of 67. Nineteen schools were selected for the high achieving schools category and 18 from the low achieving schools.

Respondents were teachers who have taught in their respective schools for at least three academic years. The heads had also been in their present position at their school for not less than three years. Three teachers were randomly selected from each school bringing the total number of respondents to 111. All questionnaires administered were returned. The schools were purposively selected (headteachers represented) 37 making a total of 148 respondents.

Key Findings

The major findings of research on the relationship between social system components of school climate and students' academic performance in the Ho Municipality are summarised below.

1. There is a very strong positive relationship between the social system components of school climate and students' academic performance in the Ho Municipality (r =.972, p< .05). Strong correlations were also found between the various components of social components of school climate and student achievement.

2. Headteachers in high performing schools accepts and implement idea suggested by teachers, involves pupils and teachers in school

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administration, make systematic frequent visits to classrooms and provide opportunity for teachers to make input on all important decisions. In addition, headteachers show friendly and enthusiastic behaviours to teachers and makes use of praise to motivate and inspire the staff.

3. Headteachers of high performing schools exhibited positive administrative activities that allowed teachers to set and maintain high but achievable objectives for students, manage instructional time effectively, involved all teachers in decision-making and ensured that adequate teaching and learning materials are in the school.

4. The study further revealed that the headteachers of the low achieving schools in the Ho Municipality are generally not dedicated to high standards of teacher performance. Headteachers scarcely provided their teachers with adequate teaching and learning materials.

5. Furthermore, the headteachers of the low achieving schools did not involve their teachers in decision-making; they care less about teacher's development and do not inspire or motivate teachers to put up their best. Headteachers of low performing schools hardly spent any extra time or effort to motivate or help their students.

6. Furthermore, in the area of administrative activities of heads, it was revealed that headteachers in high performing schools monitors students' progress and share findings with teachers, observe and give feedback to teachers as a critical friend, and communicate important information in timely manner while headteachers in low performing schools are not committed in exhibiting positive administrative active

that are components of social system of school climate that improve students' academic performance.

7. There is a very strong positive relationship between the social system components of school climate and students' academic performance in the Ho Municipality (r =.972, p< .05). Strong correlations were also found between the various components of social components of school climate and student achievement.

Conclusions

The social system components of school climate in high performing school in Ho Municipality was essentially characterized by headteachers exhibiting positive behavioural characteristics, administrative activities and involvement of community. These social system components of school climate dimensions were not held in high esteem by headteachers of low performing schools. It was statistically proven that the headteachers of the low and high performing schools differed in their behaviour, administrative activities and community involvement resulting in different social system components of school climate and students' academic performance.

The study concludes that with the calculated coefficient of determination of r2 of 94.4 it means that the social of school climate contribute as much as 94 % to students' performance. One can conclude that the social system components of school climate account for the improvement in performance in the Ho Municipality. There is a strong positive relationship between the social system components of school climate exhibited by the headteachers and students' academic performance in the Ho Municipality.

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Headteachers can therefore influence student learning and academic performance by creating positive social system components of school climate. A positive social component of school climate is when headteachers implement ideas suggested by teachers, show friendly and enthusiastic behaviour to teachers makes use of praise to motivate and inspire the staff, provide teachers with necessary staff development opportunities and there is a cordial relationship between teachers and pupils or students. It can also be seen when headteachers plan school activities with the assistance of staff, the school board, the Parent Teacher Association (PTA), as well as the School Management Committee; involve the school community in organization of School Performance Appraisal Meetings (SPAM) and work harmoniously with School Management Committee (SMC).

Recommendations

In the light of the research findings and conclusions, the following recommendations are made to develop positive social components of school climate to improve students' academic performance.

1. There is the need for the headteachers of the low performing schools in the Ho Municipality to be committed to higher standards of teaching and students' performance by assuming effective supervisory roles as a critical friend. This should include paying regular visits to the various classrooms, checking pupils' exercise books periodically to know teachers' output of work, vetting teachers' lesson notes and holding performance discussions with staff.

2. Ghana Education Service should organize in-service training for heads of Junior High Schools to endow them with the leadership skills

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necessary to promote positive social system components of school climate.

3. Headteachers of low achieving Junior High Schools in the Ho Municipality needs to motivate teachers to put in much effort to help their students improve academically. The headteachers should be concerned about the personal problems and grievances of teachers.

4. The Ministry of Education through the Ghana Education Service should educate parents and community members on the need for them to be more involved in the management of schools and the education of their children. Parents should know more about their responsibilities towards their children's education.

5. Headteachers in low performing schools should plans school activities with the assistance of staff, the Parent, Teacher Association (PTA), as well as the School Management Committee and work harmoniously with all stakeholders of education.

Suggestions for Further Studies

This study was conducted only in the Ho Municipality of the Volta region of Ghana. It is therefore recommended that similar studies should be conducted in other Districts/Municipalities of the country. This would help know the state of the social system component of school climate so as to pave the way for necessary actions to be taken to improve social components of school in the country.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

This questionnaire is designed to solicict your views on the social system components of school climate and students' academic performance in basic schools. It would be very much appreciated if you could respond to the items the way you think you should, and not according to how other people would like you to respond to them. All information provided will be used for research purposes only for the Faculty of Education of the University of Cape Coast, and will treated as confidential.

Please, do not write your name.

Thank you.

SECTION 1

Demographic Data

1. Name of school...

2. Sex.[1] Male [2] Female

3. Academic qualification(s) [1] S.S.C.E [2] G.C.E. O/Level [3] G.C.E. A/Level

   [4] Diploma [5] 1st Degree [6] Others: (Specify)..............................

4. Professional qualifications [1] Cert. 'A' 4 Yr. [2] Cert. 'A' Post-Sec.

   [3] Diploma [4] 1st Degree [5] Others: (Specify).............................

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5. Years of teaching experience: [1] 0-3 years [2] 4-5 years [3] 6-7 years

[4] 8-10 years [5] Over 11 years

SECTION II

The section concerns how teachers perceive the effect of social system components of school climate on student's academic performance. Please, rate your perception on the following four-point scale: The scale notation is SA = Strongly Agree: A=Agree: D=Disagree: S D = Strongly Disagree.

The headteacher as a determinant of school climate/ behavior characteristics exhibited by headteachers					
		SA	A	D	SD
5.	The headteacher is concern with professional development of teacher.				
6.	The headteacher treats all teachers equal.				
7.	The headteacher supports professional development.				
8.	The headteacher tells teacher and students what is expected of them.				
9.	The headteacher involves teachers in decision-making				
10.	The headteachers ensures that there is adequate teaching and learning resources in the school.				

11.	The Headteachers sets example by working hard.				
12.	Headteachers shows concern for workers' well-being.				
13.	The headteacher puts suggestions made by staff into operation.				
14.	Headteacher encourages staff to come up with new and better ways of performing work.				
15.	Parents and community members contribute towards the development of the school.				
16.	There is tolerance and mutual understanding between teachers.				
17.	I feel free to approach my immediate supervisor regarding any concern.				
	Administrative Structures				
18.	Head teacher monitor students ' progress and share findings with teachers.				
19	Headteacher observe and give feedback to teachers on classroom performance as a friend.				
20.	Headteacher articulates mission and vision throughout the school community.				
21.	Headteacher schedules performance discussions with staff and pupils.				

22.	Headteacher communicates and interacts effectively with all groups in the school community.				
23.	Headteachers actively involve themselves in the curricular and instructional life of the schools.				
24.	Headteacher delegates administrative duties to teachers and pupils.				
25.	Headteacher feels comfortable enough to express opinion when discussing safety issues with colleagues.				
26.	Headteacher makes use of praise to motivate and inspire the staff.				
27.	Headteacher creates climate for learning in the schools and professional development of staff.				
28.	Headteacher performs supervisory roles as a critical friend.				
29.	Headteacher communicates important information in a timely manner.				
30.	Teachers in the school work together as a team.				
31	Teacher develops appropriate rules and procedures that foster order and discipline				
32.	The teachers try to improve the attitude and				

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	work habit of students.				
33.	The School Performance Improvement Plan (SPIP) is prepared by the Headteacher and his/her staff.				
34.	Policies and procedures are in place and are clearly communicated to students and parents regarding a safe and orderly environment				
35.	Teaching and learning materials are present, at the right time and in the right quantity.				
Community involvement					
36	The headteacher plans school activities with the assistance of staff, the Parent Teacher Association (PTA), as well as the school Management Committee.				
37.	Head teachers work harmoniously with School Management Committee (SMC).				
38	The Head teacher keeps proper financial records and area accountable for all funds received.				
39.	Parents and community members value what the school does and support its programmes and policies.				
40.	Parents and community members contribute				

	towards the development of the school.				
41.	The School Management Committee (SMC) oversees the implementation of the School Performance Improvement Plan (SPIP).				
42.	The school organizes School Performance Appraisal Meeting(SPAM)				

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APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

Dear Respondent,

This questionnaire is designed to solicict your views on the social system components of school climate and students' academic performance in basic schools. It would be very much appreciated if you could respond to the items the way you think you should, and not according to how other people would like you to respond to them. All information provided will be used for research purposes only for the Faculty Education of the University of Cape Coast, and will be treated as confidential.

Please, do not write your name.

      Thank you.

SECTION 1

Demographic Data

1. Name of school...

2. Sex.[1] Male [2] Female

3. Academic qualification(s) [1] S.S.C.E [2] G.C.E. O/Level [3] G.C.E. A/Level

   [4] Diploma [5] 1st Degree [6] Others: (Specify)..............................

4. Professional qualifications [1] Cert. 'A' 4 Yr. [2] Cert. 'A' Post-Sec.

   [3] Diploma [4] 1st Degree [5] Others: (Specify).............................

5. Years of teaching experience: [1] 0-3 years [2] 4-5 years [3] 6-7 years

    [4] 8-10 years [5] Over 11 years

SECTION II

The section concerns how Headteachers perceive the effect of social system components of school climate on academic performance. Please, rate your perception of supervision on the   following four-point scale: The scale notation is SA = Strongly Agree: A=Agree: D=Disagree: S D = Strongly Disagree.

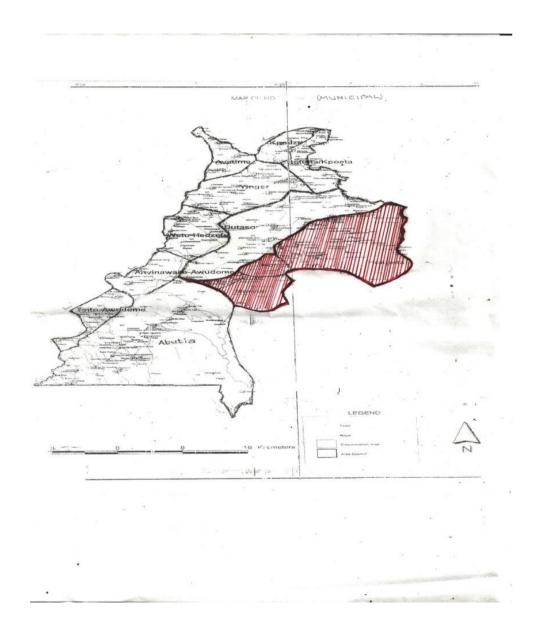|	Behavioural characteristics exhibited by Headteacher	SA	A	D	SD
6	The headteacher accepts and implements ideas suggested by Teachers				
7.	The headteacher involves pupils and teachers in school administration.				
8.	The headteacher makes systematic frequent visits to classrooms.				
9.	The head teacher provides opportunity for teachers to make input on all important decisions.				
10.	The Headteacher solves personal problems/grievances of teachers				
11.	The Headteacher shows friendly and enthusiastic behaviours to teachers.				
12.	Headteacher makes use of praise to motivate and inspire the staff.				
12	Students show devotion and diligence in their learning.				
13.	Teachers have the necessary staff development opportunities.				
14.	There is a cordial relationship between your teachers and pupils.				

15.	Teachers have a say in any decisions which affect their work.				
	Administrative Structure				
16.	The headteacher encourages teachers come up with new and better ways of performing work.				
17.	Headteacher organizes in-service trainings are organized to update knowledge and skills of Teachers.				
18.	Headteacher holds staff meetings regularly.				
19.	Headteacher motivates teachers to perform their tasks better.				
20.	Headteacher keeps proper record of the school activities.				
21.	Headteacher delegates administrative duties to teachers and pupils.				
22.	Headteacher puts suggestions made by staff into operation.				
23	Teachers set and maintain high but achievable objectives for students.				
24.	Teachers use teaching and learning material during teaching.				
25.	Teachers manage Instructional time effectively.				

26.	Teachers are regular and punctual in school. .				
27.	Teachers performance are assessed.				
28.	Pupils performance are assessed.				
29.	Create climate for learning, professional sharing in the schools and professional development of staff.				
30.	In-service trainings are organized to update knowledge and skills of the staff.				
31.	Monitoring leads to improvement of school performance.				
32.	Teachers are involved in preparing School Performance Improvement Plan.				
33.	Classroom supplies, instructional materials and supplementary materials are readily available.				
34.	There is transparency and accountability of all financial matters in the school.				
35.	There is cordial relationship with members of staff.				
Community Involvement					
36.	School activities are planned with the assistance of staff, the school board, the Parent Teacher Association (PTA), as well as the School Management Committee.				

37.	Parents and community members contribute towards the development of the school.				
38	The community is involved in organization of School Performance Appraisal Meeting (SPAM)				
39.	Head teachers work harmoniously with School Management Committee (SMC)				
40.	The school organized School Performance Appraisal Meeting (SPAM).				
41	The SMC oversee the implementation of the School Performance Improvement Plan (SPIP).				
42.	Workshops and training are organized for teachers and head teachers.				
43.	Parents and community members appreciate what the school does and support its programmes and policies.				

APPENDIX C

MAP OF HO

Map of Ho.

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