UNIVERSITY OF CAPE COAST

INVESTIGATING THE RELATIONSHIP BETWEEN LEADERSHIP STYLES

OF HEADTEACHERS OF BASIC SCHOOLS AND SCHOOL CLIMATE IN

THE AHAFO ANO NORTH DISTRICT

GEORGE EFFAH

2013

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THE AHAFO ANO NORTH DISTRICT

BY

GEORGE EFFAH

Dissertation submitted to the Institute for Education Planning and Administration of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Education Degree in Educational Administration

JUNE 2013

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation 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: George Effah

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidance on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature …………………..……… Date ………………………..

Name: Prof. George K. T. Oduro

ABSTRACT

This study is a descriptive survey, which sought to investigate the relationship between leadership styles of basic schools head teachers and school climate in Ahafo Ano North District. Five research questions were formulated to guide the study. A total of 90 respondents, comprising 18 head teachers and 72 head teachers in the Ahafo Ano north district were involved in the study. The main research instrument used to collect data was questionnaire.

The study revealed, among other, that the males dominate in leadership positions as head teachers, males are found to play active roles in leadership and administrative positions than their female counterparts. Furthermore, head teachers exhibit authoritarian and controlling leadership style. This means teachers and pupils views are not taken into consideration in the running of the school. Also, leadership styles are perceived differently by both the leader and the followers. While the head teachers see themselves as democratic, most of the teachers perceived them otherwise.

Recommendations made include; Ghana education service should make efforts to increase the number of women who hold positions as headteachers. Head teachers as leaders should be able to study the behavior of their teaching staff so as to know how to deal with them, effective monitoring should be done by the GES on the type of leadership styles prevailing in basic schools and there should be atmospheres devoid of favoritism and nepotism. Teachers should be allowed to operate freely based on competence and knowledge.

ACKNOWLEDGEMENTS

DEDICATION

To my Dad Abraham Effah, my dear wife Juliet Effah and children, Amanda,

Benedicta and Julia.

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CHAPTER ONE

INTRODUCTION

Background to the Study 1

According to Kirk and Gallagher (1983), education is described as the mirror of the society, showing its strengths, weaknesses, hopes, biases and key values of its culture. Thus, education has a definite role to play in the development of people and countries. Education plays a significant role in the development of people because people are the wealth of any nation; therefore, people are viewed as a focus for development. It plays a vital role in the development of the country because education is the source of growth of any country. This may be one of the reasons why United Nations Educational Scientific and Cultural Organisation (UNESCO) (2001) declare education as a vehicle for and indicator of development. Education and training play a vital role in assisting individuals and societies to adjust to social, economic and cultural changes and promote the development of the human capital essential for economic growth.

Modern education, schooling in particular, aims at imparting knowledge, skills and attitudes required by the young ones to become functional in their respective societies. Schools are therefore intended to serve as agents for developing individual citizens within a country (Pandey 1996). In essence, schools are institutions where children are groomed to appreciate what the society

in which they live stands for and are equipped in order for them to contribute to the advancement of their society. Freiberg and Stein (1999) observe that schools are similar with a moderate difference in the organisational structures. According to these scholars, schools have a category group of students with a teacher, scheduled times for teaching and all other activities, specific times for starting and closing the school day, and management structures which are mainly hierarchical.

The highest official position in the school is that of headteacher. Thus, the responsibility of running the school is that of the headteacher. In spite of the similarities in the organizational and administrative structures of schools, studies have shown that schools are different, one from the other in the way they function as well as the effects they have on the lives of children. For example, Head's (1999) research findings indicate that some schools are superior to others. They observed that schools which perform above average with regard to pupils' behaviour have the tendency to perform above average in academic achievement. In other words, it appears that there is a correlation between students' conduct and their academic attainment. Head (1999) is of the opinion that, in terms of academic achievement or of behaviour, some schools are better than others, even when they all have similar intakes. It could therefore be inferred that some schools are better than others in academic achievement as well as behaviour regardless of having comparable intakes.

According to Dunklee (2000) the differences in students' behaviour and academic outcomes are influenced inter alia by the headteacher. The headteacher leads from his/her values. The activities of the school are determined by what the

headteacher does. He/she influences everyone else's behaviour: his/her values are contagious, his/her good sense of ethics instills respect and trust in the system; he/she communicates a powerful message about what is important, how people are to be treated and how the school should operate daily. Buttressing the above claim, Ramsey (1999) contends that, in an organisation like the school, students and staff tend to live up to the image of the headteacher; because no school is high performing without an effective and efficient headteacher; he is the gospel that his/her staff and pupils read, a model of behaviour and work attitude to be copied by all. It implies that the headteacher is therefore expected to accept responsibility for whatever pupils and staff do and lead, both by word and action, creating a school climate that facilitates effective teaching and learning.

Wilmore (2002) states that headteachers play diverse roles: they are responsible for effecting education policy, keeping track of all activities within the school and ensuring that their schools run smoothly. The leadership role of headteachers largely comprises personnel management (both students and teachers) and decision- making. Headteachers in Ghana are responsible for checking the schemes and records of work, measuring the efficiency of instruction, conducting staff meetings, visiting classrooms and teachers' work rooms, adjusting pupils' activities, appraising teachers and giving teachers instruction on appropriate teaching methods, etc. (Isaiah 1999).

Headteachers differ in the styles they use to carry out all these tasks. Mazzarella and Smith (1989) state that some leaders employ an autocratic leadership style; some use a democratic style, while others use the *laissez-faire*

leadership style. Ramsey (1999) believes that leadership styles are as many as personality types that exist. According to him, some styles are open, some are closed, and some are flexible while others are rigid. Some leaders use a style that is manipulative; others use more participatory styles. Some styles are driven by product whereas others are driven by process.

With respect to school climate, Hoy and Sabo (1998) highlight various types of school climate: a school may have an open climate, an autonomous climate, a controlled climate, a familiar climate, a paternalistic climate or a closed climate. They further went on to establish a direct relationship between these kinds of climates and the kind of leadership styles exhibited by heads of institutions.

Therefore, considering the importance of the headteacher's tasks, his/her leadership style is one of the major factors determining the school climate in his/her school. Parsons (1985) contends that the creation of any school climate starts with the headteacher, and it is reflected in the relationships among teachers, between teachers and students, among the student body, commitment of teachers to the achievement of school goals and objectives, ethos of the school, etc. In other words, the headteacher is in the position to initiate and maintain the kind of atmosphere he/she wants through his/her behaviour. Taylor (2002) affirms this claim by saying that the headteacher deliberately models a positive climate in school. She explains further that the existence of quality relationships between the headteachers and teachers, among the teachers, and between the teachers and students and among students reflects a positive school climate. Ribbins and

Marland (1994) hold that the headteacher is significant in determining the quality of a school and the achievement of its pupils.

In the light of the above, it can be assumed that the headteacher's leadership style principally determines the kind of climate that prevails in the school. Ordinarily, the main task of the headteacher is to help create a healthy working environment in which pupils are happy and prepared to learn and teachers identify with the school's mission and goals.

Statement of the Problem 5

In more than fifteen years of practice as a classroom teacher, the researcher has become increasingly aware and interested in the manner a headteacher creates a climate for the school. Having taught in different schools, the researcher, in some situations, has witnessed a change in the climate of a particular school shortly after a new headteacher's assumption of duty. In some cases, pupils begin to show better attitude toward school and schoolwork and the vice versa. Researchers such as, Orpinas, Horne and Staniszewski (2003) believe that headteachers leadership styles can create an environment which is not conducive for learning as it negatively affects pupils emotionally, contributes to pupils' low academic achievement and increases dropout rates. O'Hanlon and Clifton (2004) hold that a positive school climate does not exist by chance rather the headteacher's expectations, examples and values shape the climate of the school. Thus, it appears that the headteacher's leadership style have some kind of relationship with school climate. Yet, no study has been conducted to confirm this

assumption. It is this gap that motivated the researcher to investigate the relationship between these two variables, hence the choice of this topic.

Purpose of the Study

The main purpose of this study is to find out the relationship between headteachers leadership styles and school climate. Specifically, the study seeks to:

1. identify the different kinds of leadership styles employed by school headteachers;

2. identify the different types of climates in schools;

3. find out whether the leadership styles of school headteachers are responsible for the climate that exists in their schools;

4. examine the implications of the headteachers' leadership styles on school Climate; and

5. ascertain the roles headteachers play to improve school climate.

Research Questions 6

The following research questions guided the study:

1. What different kinds of leadership styles are employed by school headteachers?

2. What are the different types of climates in schools in Ahafo Ano North?

3. How are the leadership styles of school headteachers responsible for the climate that exists in their schools?

4. What are the implications of the headteachers' leadership styles for school climate? and

5. What roles can the headteachers play to improve school climate?

Significance of the Study 7

The findings of this study will contribute to knowledge, which might justify stakeholders' expectations of the headteachers. The researcher believes that the starting point to improve the performance of both the teachers and the pupils is to improve the school climate. Thus, this study will help some headteachers who for one reason or the other have not been effective in carrying out their responsibilities and therefore work with more effectiveness and efficiency using appropriate leadership styles to improve school climate. Moreover, the findings will reveal ways the Ghanaian headteachers could adjust their leadership styles to create or enhance a positive school climate. Furthermore, the results of this research will contribute to those studies, which have been carried out, the quest for broadening and understanding the roles of headteachers with regard to school climate. Finally, the study will assist the Ghanaian policy makers to assess the contents of the courses necessary for prospective and incumbent headteachers, to ensure that they are equipped with relevant skills required to run basic and even secondary schools in the country.

Delimitation of the Study 7

The study is designed to cover selected headteachers and teachers from the twenty four selected basic schools in the Ahafo-Ano North district circuits in the Ashanti region.

Limitation of the Study 8

The researcher's intention was to focus on both the private and government Junior High Schools within the Ahafo-Ano North District. However, constraints such as inadequate fund, time factor, absence of some teachers and heads in schools, and some lackadaisical attitude demonstrated by some teachers and heads are some of the inhibitions the researcher was confronted with. These setbacks are likely to negatively influence the underlining objective of reaching the entire population of both private and public Junior High schools. Notwithstanding, it is believed that the sample to be used will offer a true representation of the target population.

Organisation of the Study 8

The study is organized into five chapters. The first chapter focused on the background of the study which includes introduction, problem statement, purpose of the study and possible research questions. Chapter two dealt with review of related literature. Documents published and unpublished including books, newspapers, journals etc that cover issues related to the problem of study are reviewed.

Chapter three presented the research method employed. It includes population and sample size, sample and sampling procedure, research design, instrument for data collection, procedure for data collection and data analyses. Chapter four is the results from the analysis of data collected from the field. It also dealt with the discussions of the findings. Finally, chapter five consists of the summary, conclusions and recommendations of the study as well as an area for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE 9

Definitions of Leadership 9

For more than half a century the term 'leadership' has been a topic of discussion and research work especially in the field of management and organisational development. More often than not, such discussions and or research work focuses on the issue of quality of leadership, ability of leader or leadership effectiveness or leadership styles (Adlam, 2003). According to Schermerhorn, Hunt and Osborn (2000), leadership is defined as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done. However, Maxwell (1999) is of different opinion, he argues that the leader's attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promote and increase productivity in the organisation. Moreover, Jaques and Clement (1991) define leadership as a process in which an individual sets direction for other people and carries them along in that direction with competence and full commitment. There are other views which differ from the more traditional perspectives, Sergiovanni (1999), for example perceive leadership as a personal thing comprising one's heart, head and hand. He says that the heart of leadership deals with one's beliefs, values and vision. The head of leadership is the experiences one has accumulated over time and the ability to

perceive present situations in the light of these experiences. The hand of leadership, according to him, is the actions and decisions that one takes. In essence, leadership is the act of leading, which reflects the leader's values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organisation. In the contemporary context, Dubrin (1998) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. This has to do with change, inspiration and motivation. Sashkin and Sashkin's (2003) and Hoy and Miskel's (2001) definitions of leadership appear to be a more recent perspective. They define leadership as the art of transforming people and organisation with the aim of improving the organisation. Leaders in this perspective define the task and explain why the job is being done; they oversee followers' activities and ensure that followers have what they need in terms of skills and resources to do the job. These kinds of leaders develop a relationship between themselves and their followers; they align, motivate and inspire the followers to foster productivity.

Both the old and new concepts of leadership appear to agree on some characteristics of leadership. For example, both agree that leadership does not take place in isolation. Rather, it takes place in the process of two or more people interacting and the leader seeks to influence the behaviour of other people. However, to a large extent, the old concept of leadership is based on exercising

power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The old concept of leadership is based on downward exercise of power and authority while the new seeks to develop respect and concern for the followers and see them as a powerful source of knowledge, creativity and energy for improving the organisation. In conclusion, the issue of change and empowerment is the main focus of leadership. The leader is expected to continually generate new ideas for increasing effectiveness and productivity within the organisation. He/She is required to provide needed strategies for executing the ideas/vision and motivate the employers to accomplish the vision by using their own initiatives to improve their inter-group relations in and the outside school.

Kinds of leadership Styles 11

Scholars presented successively different viewpoints on leadership connotation. Fiedler (1969) presented that the leadership style refers to a kind of relationship that someone uses his rights and methods to make many people work together for a common task. Webster (1974) shortly puts it as the capacity to be a leader; ability to lead. A process of influencing the activities of an individual or group in efforts toward accomplishing goals in a given situation, (Hersey-Blanchard 1972). Leadership style thus refers to the consistency of goals or needs over different situations (Fiedler, 1967). Your leadership style is the consistent patterns of behavior which you exhibit, as perceived by others, when you are attempting to influence the activities of people (Hersey-Blanchard, 1972). As is

apparent these leadership style definitions have in common a notion of a certain level of continuity in the leadership behaviors of particular leaders.

In modern leadership style theories, five leadership styles were presented, including (1) charismatic leadership, (2) transactional leadership, (3) transformational leadership, (4) visionary leadership, and (5) culture-based leadership (Bass, 1985).

The humanistic theories discussed earlier on shows four basic generalized leadership styles of which workers name them differently as: High Task-High Relationship (Coach, Pace Setter), Low Task-Low (Laissez-faire, Permissive), High Task-Low Relationship (Theory X, Autocratic, Task oriented, Directive) and Low Task-High Relation (Theory Y, Democratic, Participative, Considerate) The high task-high relationship style has been thought to be the ideal leadership style in the past until recently when Hersey and Blanchard (1976) noted that the evidence from research in the decade clearly indicates that there is no single all purpose style. In a related development, Mazzarella and Smith (1989) state that some leaders employ an autocratic leadership style; some use a democratic style, while others use the *laissez-faire* leadership style. Again, House (1971) however, suggested a path-goal theory on leadership styles, distinguishing four different leadership styles: directive, supportive, participative and achievement-oriented. Again the opposites seem to concern task orientation and attention towards subordinates.

The most important paradigm of leadership styles in today's literature is that of transactional, transformational and laissez-faire leadership styles, proposed

by Burns (1978). In the period, this paradigm was proposed by Burns (1978), with the focus in leadership theory being no longer mainly on personal behavior or personal traits, but shifting towards a more dynamic understanding of leadership, including the aspect of transaction or exchange between the leader and his subordinates (Bass, 1990). Laissez-faire leadership is "marked by a general failure to take responsibility for the management" (Eagly & Carli, 2007). A laissez-faire leader exhibits frequent absence and lack of involvement during critical junctures (Judge & Bono, 2000). A transactional leader provides rewards for satisfactory performance, attends to employees' mistakes and failures to meet standards, and waits until problems become severe before attending to them and intervening (Judge & Bono, 2000). Transformational leaders on the other hand demonstrate qualities that motivate respect and pride from association; they communicate values, purposes, and the importance of the organization's mission; they exhibit optimism and excitement about goals and future states; they examine new perspectives for solving problems and completing tasks; and they focus on development and mentoring of followers and attend to their individual needs (Judge & Bono, 2000).

Blanchard (1993), a pioneer in developing situational leadership concepts and materials, seems to support House (1971) when he also identified four leadership styles growing out of combinations of supportive and directive behavior: directing style, coaching style, supporting style and delegating style. In the leading style, the emphasis is on control and close supervision of the worker. In the coaching style, the leader provides more explanation of what the job entails

and solicits suggestions while still staying in control of the situation. With the supporting style, there is a team approach between the leader and follower with the leader emphasizing support of the follower rather than control. Finally, in the delegating style, the leader turns over responsibility and authority to the worker. Blanchard further went on to say that, the key for the successful situational leader knows which of the four styles to use in a particular situation with a particular person. The situational leader bases the choice of a leadership style on the competence (job knowledge and skills) and commitment (self-motivation and self-confidence) of the person being led rather than on the leader's usual or preferred style. Competence and commitment can vary between two people doing exactly the same job. Competence and commitment usually change when a person changes jobs with the same employer. Training and experience can change both an employee's competence and commitment. Success in leadership comes when the leadership style is matched with the characteristics of the follower. Problems with leadership come when the leadership style does not fit the follower.

Definitions of School Climate 14

The organisational climate as a concept originated in the late 1950s as social scientists studied variations in work environments. Andrew Halpin and Don Croft were the pioneering researchers of school climate. They published the results of their research on school climate in 1963. Thus, the concept came to limelight and their work forms the basis upon which other scholars and researchers on school climate build (Freiberg and Stein 1999). Various researchers and educational reformers have defined school climate in different

ways, but there seems to be consensus on what constitutes school climate. Freiberg and Stein (1999) assert that school climate is the 'heart and soul' of a school; the feature of a school that motivates pupils, teachers and the headteacher to love the school and desire to be there each school day. The heart and soul are used metaphorically to underscore the importance of school climate; it motivates and gratifies school members that they feel comfortable while in school making them to be attracted to the school. In view of this, climate is the aspect of the school that gives it life and reveals values that the school cherishes. Sweetland and Hoy (2000) define school climate as a relatively enduring quality of the whole school which is experienced by the group, depicts their shared perceptions of behaviour, and influences their attitudes and behaviour in school. Moreover, Gilmer (1971) perceives organisational climate as those characteristics that distinguish an organisation from its kind and influence the behaviour of people in the organisation Thus, the general perception of the climate as the personality of the organisation; and the notion: climate is to organisation as personality is to individual (Halpin 1966). Therefore, the climate in school A will be different from the climate in school B. Litwin and Stringer (1968) maintain that organisational climate is a set of 'measurable properties of the work environment', based on the collective perceptions of the people who live and work in the environment, and whose behaviour is influenced by their perceptions. Similarly, Cooper (2003) describes organisational climate as people's perception of their working environment with regard to caring and friendliness. In other words, organisational climate is more or less the people's understanding of the

amount of kindness and hospitality they receive as they interact with the management In effect, school climate is subject to the perceptions of staff and pupils, which again influence their behaviour, and it is measurable. From the above definitions, it can be inferred that school climate has everything to do with the atmosphere, tone or feeling that prevail in a particular school. It is brought about by the interaction between the headteacher and teachers, among teachers and pupils and between the headteacher and pupils. The school as a system of social interaction compels the headteacher, teachers and pupils to interrelate at administrative level in area of planning, decision-making, problem solving and control. They also interact through personal matters, which are part of normal school routine. For the purpose of this study, school climate is used to refer to the way the headteacher, teachers, pupils and parents experience and perceive the quality of the working situation emanating from their interaction.

It is important to note that the climate of a school plays vital role in the entire educational enterprise. Fopiano and Norris (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. 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 alienation and disconnectedness. 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.

Types and Perspectives of School Climate 17

There are several perspectives on school climate but for the purpose of relevance, three perspectives will be examined: pupil-control perspective, climate as health and climate as personality.

Climate as Personality 17

Freiberg and Stein (1999), state that although the school is not an organic being in the biological sense, it has the qualities of a living organism in the organisational sense. They explain that beyond the physical structure of the school, there exist other elements that mirror the way people interact, which account for the social fabric that attends the working and learning condition in the school. Thus, the conclusion that: 'climate is real: it can be felt'. Halpin and Croft construe school climate as organisational 'personality' in conceptualizing the climates of the school along an open-to-closed continuum (Halpin 1966). The

behaviours of individuals in the school community contribute to school climate. The headteacher's behaviour, teachers' behaviour, pupils' behaviour and parents' behaviour constitute the type of climate that exists in the school. Moreover, the type of climate that prevails in a school reflects the level and or type of interaction between the headteacher and teachers, among teachers, between teachers and pupils, among pupils and between parents and the school. Halpin (1966) highlights different types of climates that exist in schools: open climate, autonomous climate, controlled climate, familiar climate, paternalistic climate and closed climate. These climates can be described along an open to closed continuum.

(a) Open climate

An open climate is used to describe the openness and authenticity of interaction that exists among the headteacher, teachers, pupils and parents. Hoy and Sabo (1998) state that an open climate reflects the headteacher and teachers' cooperative, supportive and receptive attitudes to each other's ideas and their commitment to work. The headteacher, 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 directiveness). He/she does not allow routine duties to disrupt teachers' instructional responsibilities (low hindrance). Also, in a school 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 pupils succeed (high

commitment). (Halpin, 1966). Hoy and Tarter's (1997) findings reveal that high supportive headteacher behaviour, low directive headteacher behaviour, high engaged teacher behaviour, and very low frustrated teacher behaviour are attributes of an open/healthy organisational climate.

(b) Autonomous climate

This type of climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the school. The headteacher models enthusiasm and diligence. Both teachers and pupils are happy. There is no external threat or influence. Teachers have great desire to work and pupils are highly motivated to learn. There is close relationship among the headteacher, teachers, pupils and parents (Halpin 1966).

(c) Controlled climate

Hard work is the major characteristic of controlled climate. Even though the headteacher does not model commitment, hard work is over-emphasised 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. Pupils are also hardworking, but are given little time for participation in extracurricular activities. The headteacher often employs a direct approach, keeps his/her distance from teachers, pupils and parents in order to avoid familiarity. Parents are not encouraged to visit school with their children's problems as the time on such matters could be used on something worthwhile (Halpin 1966).

(d) *Familiar climate*

Familiar climate depicts a laissez-faire atmosphere. The headteacher 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 headteacher runs the school: they do not share same views with the headteacher and their colleagues. As a result, those who are not committed, form a clique because they are of the same attitude, they become friends. Most pupils do not take their studies seriously and some of them give flimsy excuses to be out of class or absent from school. Most parents are not involved in their children's education, they are not keen to find out what their children do or do not do in school. They do not think it is important to attend Parent-Teacher meetings. The familiarity between the headteacher and teachers is so much that the schoolwork suffers (Halpin 1966).

(e) Paternal climate

This type of climate depicts an atmosphere where the headteacher 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 headteacher and teachers, but the headteacher's expectation from teachers is rather impractical. All the same, he/she is considerate and energetic, but his/her leadership approach is benevolently autocratic. As a result, most teachers, pupils and parents prefer to maintain distance from the headteacher. Often, pupils cannot express their difficulties or problems with boldness and parents visit the school only when it is absolutely

necessary (Costley & Todd 1987), like, for example, on days when the Parent Teacher Association (PTA) is meeting.

(f) Closed climate

Hoy and Sabo (1998) assert that 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 and or unproductive (high disengagement). There is no commitment, especially on the part of the headteacher and teachers. There is no emphasis on task accomplishment; rather the headteacher stresses routine, trivial and unnecessary paper work to which teachers minimally respond. The headteacher is rigid and controlling (high directiveness). He/she is inconsiderate, unsupportive and unresponsive (low supportiveness). Consequently, most teachers are frustrated and ineffective As mentioned earlier, climate types range on a continuum from open to closed climate. In view of the characteristics of each of the above organisational climates of schools as described by Halpin (1966), the first and the last types (open and closed), are the two extremes. Thus, they are opposites. Each dimension in an open climate is positive: contributing to a goal-driven learning environment, while each dimension in a closed climate is negative, contributing to a confused, unproductive atmosphere. Conclusively, some scholars, for example, Hoy and Miskel (2001) assert that each school has its own unique climate. This is because schools operate in different ways.

The type of climate that prevails in a school is the blend of the behaviour of the headteacher, teachers, pupils and parents in that school. Therefore, climate

differs from school to school. Freiberg (1999) opines that climate is an ever-changing factor in schools. This is because the headteacher may choose on specific occasions to adapt a different leadership style, which may have a huge impact on the climate that will lead to a change. Again, a new headteacher may bring some unfamiliar ideas that may change the existing climate. New teachers in a school may equally have a noticeable effect on the prevailing climate of a school.

According to Willower et al. (1973) pupil control perspective is also arrayed on a continuum from custodial climate to humanistic climate. The two extremes are discussed below.

(a) The custodial school climate

Willower et al. (1973) compare a custodial school to the traditional school, which emphasises maintenance of order. Pupils are classified based on their appearance, behaviour and parent's social class. Often, some teachers, in this type of school perceive the school as an autocratic organisation where pupil-teacher status hierarchy is a rigid norm. Such climate is characterized by negative climate.

(b) The humanistic school climate

According to Willower et al. (1973) the humanistic school depicts a school where pupils experience democracy, cooperation and fairness. Pupils learn together as a community, they interact and share experiences. The school perceives learning and behaviour in psychological and sociological terms. As a result, pupils are seen as individuals whose potential can be developed to the full

if given the opportunity. The focus is on creating positive and supportive atmosphere so as to foster pupils' strengths. Self-discipline is emphasised; therefore, pupils take responsibility for their actions. There is two-way communication between pupils and teachers; pupils can air their views, thus pupils' needs are taken care of. Both the headteacher and teachers in this school are regarded as open-minded individuals who respond to issues objectively. Thus, it can be assumed that humanistic schools are likely to be characterized by high morale, openness, acceptance, hard work and the like.

Climate as Health 23

According to Miles (1969), a healthy organisation will not only survive in its environment but also grow and prosper for a long period of time. That is, a healthy organisation is able to successfully handle outside disruptive forces and at the same time direct all efforts toward the achievement of the goals of the organisation. An organisation may be effective or ineffective at any given time, but healthy organisation avoids persistent ineffectiveness. On the other hand, Parsons (1967) argues that for all social organisations to grow and develop, they must satisfy basic problems of adaptation, which are: goal attainment and integration.

Hoy and Tarter (1997) state that the organisational health of schools just like the personality perspective can be arranged along a continuum from healthy to sick. A healthy school is protected from unreasonable parental and community pressures. The school resists any move to influence the education policy (high institutional integrity). The headteacher is a dynamic leader balancing both task

and relations-oriented leader behaviour. He/She is supportive of teachers, and yet emphasises high performance standards (high initiating structure and consideration). Moreover, the headteacher has influence with his/her superiors, which is demonstrated by his/her ability to get sufficient resources for effective teaching (high principal influence). Often, teachers in a healthy school are committed to teaching and learning. They hold high expectations for themselves and their pupils and promote a positive, supportive learning environment. Pupils work hard and respect the academic achievement of their classmate. In effect, there is positive interpersonal relationship at all levels in healthy schools. In contrast, a sick or unhealthy school is often attacked from within and without. Usually, the headteacher is not effective, his/her superiors and teachers do not take him/her seriously. Most times nobody bothers about pupils' performance, interpersonal relations are bankrupt at all levels and, everybody is unhappy. Hoy and Tarter (1997) call it a bleak school.

Leadership styles or behaviours that affect school Climate 24

Your leadership style is the consistent patterns of behavior which you exhibit, as perceived by others, when you are attempting to influence the activities of people (Hersey-Blanchard, 1972). By the term style we generally mean a relatively enduring set of behaviors which is characteristic of the individual regardless of the situation (Stogdill, 1974). As is apparent these leadership style definitions have in common a notion of a certain level of continuity in the leadership behaviors of particular leaders.

The climate of a school is the result of the blend of four major dimensions of interpersonal interaction. Some scholars of educational management, for example, Halpin (1966) in Hoy, Tarter (1991) suggest two dimensions of interpersonal interaction. These are headteacher's behaviour and teachers' behaviour. This researcher, however, believes that pupils and parents are also two dimensions that form the blend of interpersonal interaction. This means that a school climate is the result of the reciprocal interaction of the headteacher's, teachers', pupils' and parents' behaviour toward their school. There are four characteristics of these dimensions which are conceived and presented in operational terms (Hoy & Sabo 1998). In addition, these dimensions are made up of categories, like headteacher's behaviour, teachers' behaviour, pupils' behaviour and parents' behaviour. Also, each of the behaviour has a set of positive aspects and negative aspects. One may assume that the interaction of these various aspects bring about variations in school climate.

Headteachers' Behavior   25

This dimension of a school climate deals with the manner the headteacher interacts with teachers, pupils and parents. This, to a large extent, seems to affect the way teachers interact with one another, with pupils and parents. This interaction has a considerable impact on the general atmosphere of the school. Halpin (1966) identified four characteristics of a headteacher's behaviour. They are aloofness, production emphasis, consideration and thrust.

(a) **Aloofness**

Halpin (1966) describes aloofness as the extent to which some headteachers keep social distance from the staff, give excessive rules and regulations. Some headteachers are seen as unfriendly; they do not show human feelings as they relate to the staff. Silver (1983) states that this distance is both psychological and physical, it is psychological because these headteachers avoid informal discussions, they do not joke with staff and the staff are aware of the manner the headteachers expectations. The distance is also physical in the sense that the headteachers may choose to be reserved or to be open and interact freely with the staff, they may use their position to assist the staff to achieve the school goals, and they may either choose to use their voice, mannerism and behaviour to show their superiority. Both the psychological and physical distance has influence on the school climate.

(b) Production emphasis

Halpin (1966), states that production emphasis is the authoritarian and controlling behaviour of some headteachers, which make them to be rigid. Therefore they supervise the staff closely. According to Silver (1983), production emphasis ranges from 'very strong to no emphases. A headteacher who emphasises production very strongly believes that people work best under tension and pressure. He/she also believes that when all attention is directed to work, it minimizes personal clashes that sometimes occur among the staff. He/she believes that social and psychological needs of teachers are met when they are dedicated and committed to their work. This type of headteacher's behaviour influences

how the staff will discharge their responsibilities and it will ultimately affect the school climate.

(c) Thrust

Halpin (1966) describes thrust as the way some headteachers act as a role model for the type of behaviour they expect of their staff. They set the standard and support the staff so as to maintain the standard. Thrust is characterized by the following: the headteacher is hardworking, the staff are both intrinsically and extrinsically motivated, the staff work hard and enjoy their work. The headteacher' behaviour may range from showing high thrust to no thrust. The headteacher with high thrust influences the school climate positively; all activities are focused and directed to achieving the school goals, both teachers and pupils enjoy teaching and learning. Ribbins (2001) maintains that the headteacher with no thrust also affects the school climate. He says further that, there is no example of expectations and standard by the headteacher, and that this may result in lack of motivation and performance on the part of teachers and pupils. This is because the quality of leadership of the headteacher is critical to the effectiveness of the school.

(d) Consideration

Halpin (1966) states that consideration has to do with how the headteacher relates and responds to staff and their needs; having personal interest in things that concern his staff, pupils and parents even if it means sacrificing some time to do this, he/she shows sympathy when the need arises and celebrates teachers,

pupils and parents' achievements. Azzara (2001) asserts that showing concern for teachers, parents and pupils is the heart of school leadership. Therefore, for the headteacher to be effective, he/she must relate to stakeholders in the way that demonstrates his/her concern for them. Rooney (2003), opine that students and teachers function effectively when their basic needs are met and this contributes to a caring environment in which everybody cares for one another and invariably foster excellent teaching and learning. Headteachers differ in this aspect; they range from being highly considerate to not being considerate at all. Azzara (2001) claims that the headteacher who is highly considerate is the most effective because the development of positive personal relationship with the entire school is the core of school leadership. Hoy and Sabo (1998) observe that lack of consideration may contribute to teacher frustration and apathy therefore, negative climate will prevail.

Teachers' behavior 28

Teachers play a critical role in determining the school climate. The school as a system of social interaction allows interpersonal relationships among its stakeholders; teachers interact with one another, with the headteacher, pupils and parents. The ways teachers interact among themselves and with others determine the school climate. Halpin (1966) identified four characteristics of teachers' behaviour and how they influence the school climate. These characteristics are: disengagement, hindrance, esprit and intimacy.

(a) **Disengagement**

Halpin (1966) states that disengagement is used to describe teachers' lack of commitment to the school. According to Hoy and Miskel (2001), in a disengaged school, some teachers complain a lot, they are unproductive and engage themselves in trivial matters. These teachers dislike and criticize the headteacher. Their negative attitude is reflected in the manner they relate to one another, they negatively criticize and disrespect each other. Hoy and Sabo 1998) classify this set of teachers as individual who are just 'putting in their time'. The situation may be so serious that they sabotage the headteacher's leadership attempts. In effect, a negative climate pervades the school. In contrast, in a school characterized by low disengagement or engaged climate, most teachers work as a team and are committed to their work. They respect each other and conduct themselves as professionals. The headteacher's negative behaviour does not prevent the teachers from doing and enjoying their work. Thus, these teachers are productive regardless of the headteacher's weak autocratic leadership. In this situation, it may be difficult for a positive climate to thrive because the headteacher's autocratic behaviour does not promote a positive climate.

(b) **Hindrance**

Halpin (1966) states that hindrance is a concept used to describe some teachers' attitude toward paper work and non-instructional school activities: teachers see routine duties and committee requirements as hindrance to their teaching responsibilities. Owens (1981) asserts that these teachers are only concerned with teaching and consider rules, paper work and other administrative

work quite unnecessary. Such teachers do not enjoy writing their daily preparation note, keeping class attendance record, recording test marks and communicating and corresponding with parents. Other teachers, according to Silver (1983) consider administrative duties not only necessary but also useful in facilitating the achievement of the school goals. This may eventually lead to poor performance and increase dropout rate. Also, if no record of test scores is kept to monitor pupils' progress, some pupils who are struggling academically may not receive needed assistance since the teacher has no mark record that could assist him/her to track such pupils, let alone giving remedial lessons. For instance, if a headteacher does not demand for accountability with regard to writing lesson plan, keeping attendance record, monitoring pupils' progress and communicating with parents when need be, it may create a laissez-faire climate where teachers are given room to do what they like even with their teaching responsibility.

(c) Esprit

Halpin (1966) uses this term to describe teachers' satisfaction with their social and professional needs. In a school characterized by high *esprit* and accomplishments, teachers help, support and work with each other. As a team, they like and respect each other. They enjoy each other's company and they are committed to their work and school. They are enthusiastic, innovative and they willingly render mutual assistance where necessary. In case of low *esprit,* teachers do their work reluctantly. They do not derive satisfaction from their work. Thus, they work just to earn a living. There is no strong relationship among teachers,

they careless about each other. This kind of situation produces a climate that is not conducive for work (Hoy & Sabo, 1998).

(d) **Intimacy**

Intimacy is a term used to picture the kind of relationship that exists among teachers in a school, (Halpin 1966). The degree of relationships that exist among teachers varies from school to school. Silver (1983) asserts that high intimacy may exist among teachers in some schools while low intimacy may exist among teachers in some other schools and yet, there may be no intimacy at all among teachers in some other schools. Hoy and Miskel (2001) observe that high intimacy reflects a close relationship among teachers. Teachers in a school characterized by high intimacy know each other well and share personal issues with each other. High intimacy among teachers may either have positive or negative impact on the school climate. If burdens are lifted, sorrow give way to joy and a smile is brought to somebody's face when teachers share their personal matters with one another. In this kind of situation, teachers' emotional and psychological needs are met. They get the encouragement needed to function effectively, everybody is happy and positive climate prevails. Nonetheless, high intimacy if not applied cautiously may lead to negative climate.

Pupils' Behaviour 31

Pupils are part and parcel of a school. Pupils' participation whether active or inactive, directly affects the school climate. The aspects of pupils' behaviour that affect school climate include: learning, discipline, involvement in extracurricular activities, leadership and health.

Pupils and Learning 31

Teaching and learning are all about what the school stands for. Jacobs (2003) asserts that meaningful learning takes place when learners are able to make sense out of what the teacher is teaching. According to her, pivotal to learning is the learner's participation. In essence, if the teacher plans and presents the subject matter in interesting ways that cater for different abilities in class learning will take place. But if pupils are passive or inactive in the teaching/learning process, learning will not take place (Fried 2001). McBer (2002) observes that when pupils understand the why and how of the expectations set by the teacher, they show interest and are ready to face challenges. Myers and Myers (1995) also argue that, when a teacher creates an atmosphere that is supportive, comfortable, friendly and relaxed as opposed to a tense climate, it is likely that both teacher and pupils will be satisfied with their classroom situation causing pupils to thrive in their school work. Meanwhile, Van Doren (2003) maintains that learning in any area should be joyous and fulfilling as good performance is one of the indicators of an effective school. When a school is not performing well, all the stakeholders are concerned. The parents especially are unhappy and some may decide to transfer their children to better schools. Some pupils may drop out of school because of poor performance.

Pupils and Discipline 32

Ubben et al. (2001) observe that a school with a productive learning environment is almost always orderly: learning activities are carried out in an orderly manner, not only do pupils, staff and parents know the school's

expectations, they also work toward meeting the expectations to maintain a positive learning climate. Miller (1996) reports that studies on school effectiveness reveal that both the standard of pupils' behaviour and academic attainment can vary between schools regardless of where they are situated and partly are influenced by factors within the schools' control. Ubben *et al.* (2001) state further that some school may be classified as 'tough', and others as 'good places to work'. These scholars explain further that this classification usually reflects pupils' behaviour patterns, which could either be good or disruptive. Kohn (1998) maintains that pupils cooperation can be enjoyed when they are involved in decision making on classroom matters, for instance, class rules, sometimes, what to be learned, why and how birthday should be celebrated, etc., pupils are likely to cooperate with school authority. These scholars argue that, for pupils to be self-disciplined, it requires teachers to demonstrate self-control as they interact with pupils. In other words, teachers' character is the key to positive and effective discipline that fosters a positive climate in schools.

Pupils and Extracurricular Activities 33

According to McCraken (2001), extracurricular activities promote pupils' health, foster pupils' physical and social confidence and more importantly, they enhance positive climate. This is especially true because extracurricular activities provide opportunities for pupils to calm down from regular pressures as these activities take place in an informal, relaxed and flexible atmosphere. Capel (2000) asserts that extracurricular activities provide opportunities for pupils to be creative, thus revealing talents that are otherwise hidden and untapped. He

explains further by saying that it is possible because some pupils who are not very good in class, can also get the chance to express what they are very good at, causing other pupils to recognize and respect them. Pupils' involvement in extracurricular activities promotes team spirit and cooperation. Climate and extracurricular activities are interrelated. For instance, if pupils know that Monday, Wednesday and Thursday are for study hall after school, there is the likelihood that they will look forward to Tuesday and Friday when there will be opportunities to partake in different exciting activities. In contrast, schools that consider extracurricular activities unnecessary promote unhealthy, tense and boring atmosphere. Thus, it is imperative for headteachers to include extracurricular activities in the school programme and motivate pupils to participate not only for health reasons but also to facilitate a positive learning environment.

Pupil leadership 43

Pupils as part of the school community have certain roles to play for the smooth running of the school. In addition to learning, pupils take leadership responsibilities in different areas; they take leadership positions as: class captain, school prefects and members of the Student Representative Council (SRC). Also, in extracurricular activities, students are chosen as leaders in various sports, cultural and musical activities. Kohn (1998) maintains that better behaviour is promoted to the extent to which pupils are given posts or responsibilities. It goes without saying that pupils' participation in school leadership gives them a greater sense of belonging thus, fostering their cooperation with the management team

because inclusion, by nature, obligates pupils to cooperate (Snell & Janney 2000). Wallin's (2003) findings confirm that pupil inclusion in school leadership improves pupils' grades and school climate. According to him, the opportunity made available to pupils to choose class content and class load and the learning opportunities motivate them to work hard to improve their performance. As result, pupil-teacher relationship is strengthened and school morale enhanced (Wallin 2003).

Pupils and Health 35

Cornacchia, Olsen and Ozias (1996) assert that society places high value on human life and health. Accordingly, Appleton, McCrea and Patterson (2001), children's health and well-being are important to parents and even educators. These scholars opine that learning and good health are almost inseparable; good health is fundamental to learning. Without good health pupils will encounter difficulty in learning. Pupils' health covers many areas among others are: healthy food, healthy mind, healthy environment and physical activity. Pupils' health has an impact on school climate. Here are some examples to support the assertion that pupils' health influences school climate: The common saying: 'you are what you eat' emphasises the importance of choice of food for effective or ineffective functioning of the body. Cheung, Gortmaker and Dart (2001) claim that what we eat does not only affect how our bodies perform and feel today, but also predicts our future health condition. Pupils' consumption of nutritious food is imperative not only for growth, but also for learning. There is increasing evidence that good nutrition enhances pupils' academic performance (Mosokwane 2001). By

implication, poor nutrition impairs pupils' ability to learn resulting in poor performance inside and outside the classroom. If the majority of pupils at school come from families that cannot provide a meal or two (especially in the 3rd world countries) let alone nutritious meals those pupils may not perform up to expectation, this may require teachers to work more and some of the low performers may be frustrated and lose interest when there is no improvement. This will affect the school climate. In contrast, in a school where the majority of pupils are from homes that can conveniently afford nutritious meals, it is most likely that pupils will attain good academic performance, which automatically influences school climate. However, there are families/pupils that can afford good meals, but their choice of food does more harm than good to their bodies, causing pupils to fall sick often. Cornacchia et al. (1996) posit that physical environment in which pupils are educated is critical to the quality of learning experiences that take place. Not all learning experiences take place inside the classroom; some take place outside the classroom sometimes by observation and imitation. For instance, if the school environment (classrooms, toilets and surrounding) is dirty then pupils' health is at stake. Pupils may be infected with different diseases. Moreover, it may inculcate in pupils a carefree attitude with regard to cleanliness. This does not only affect pupils' health, but also school climate.

Parents' Behaviour 36

Most, parents irrespective of race or age, desire the best for their children. They want their children to live a better life, they want them to be successful in school and they want to see a whole child who is successful academically and is

morally upright (Constantino 2003). Parents' involvement in their children's education is not a new issue; most researchers of parent involvement concur that parents contribute significantly to pupils' performance (Rosenblatt & Peled 2002). Epstein (2002) argues that developing a partnership with parents improves school climate; connects families in the school and the community and helps pupils to succeed in school and in later life. In other words, when parents, pupils and teachers see one another as partners in education, a positive climate begins to flourish in school. This is because frequent interaction among school, parents and community creates a situation where pupils receive similar motivating messages about the importance of school, hard work, positive character, etc., from various people at different times. In view of the above, it can be assumed that if pupils feel that everybody is interested in their success, they are likely to build positive school behaviour, attitudes and work hard to obtain their full potential; and consequently, absenteeism and dropout rate will decrease. Home work habit will equally improve. Griffith (2000) asserts that school climate affects parent empowerment and involvement in school. He says that if parents perceive school climate as positive, their involvement increases as long as the school allows them to do so. Therefore, the headteacher seems to be the individual to initiate and facilitate parent involvement in a school. Constantino (2003) alludes to the assertion that school leaders do not encourage the parents in school and argues that even though the school leaders claim to delight in parent involvement in school, they limit the relationship by taking actions that do not encourage parent involvement in school, otherwise, parent would have been actively involved in

school activities, and realize their dream for their children. Headteachers therefore have roles to play in creating a climate, which will encourage parent involvement in school.

Freiberg and Stein (1999) posit that school climate can be created or 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, in the teachers' lounge, from pupils' mobility rates in hallways, and the like. 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 alteration occurs in the life of the school. While it is true that behaviours of the headteacher, teachers, pupils and parents affect a school climate, to some extent, the headteacher is central to creating the climate: what he/she does establishes the climate of the school whether positive or negative (Hall & George 1999). Scholars like Moorhead and Griffin (2001) observe that school climate can be manipulated to directly affect the behaviour of people connected with the school. Fundamental to creating a positive school climate are: job satisfaction, recognition of human dignity and teamwork.

Job Satisfaction *38*

Harris and Brannick (1999) describe job satisfaction as the extent to which workers like their jobs. These scholars assert that, the quality of education depends upon the availability of qualified and motivated teachers. Moreover, they believe that if quality schooling is the goal of the school then, the focus should be on creating and maintaining the school climate that will encourage teachers to be

committed to their school responsibilities. Based on the above, O'Malley (2000) asserts that the level of staff's happiness on the job affects the quality of their lives and level of their commitment to work. He goes on to say that teachers who enjoy their job work harder and stay longer on their job compared to those who do not enjoy their job. O'Malley (2000) however, believes that it is possible to enjoy emotionally rewarding experiences at work if there is a good job and a favourable context in which it can be enjoyed. Therefore, it is the headteacher's responsibility to lead in a way that the staff and pupils will be motivated; by not stressing job demands over emotional needs. He/she needs to be aware if teachers' as well as pupils' personal problems are left unattended. Otherwise, all efforts to create a happy environment characterized by staff, pupils and parents' involvement may not yield good fruits. He/she needs to use various motivating techniques, for example, praises, recognition, flexibility, and the like, in directing the affairs of the school so that the staff will enjoy their work, pupils will be interested in school and parents will be happy with the school and they will be willing to Participate more in the school activities.

Human Dignity 39

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 headteacher'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 emphasises behaviour that create a positive school climate.

Implications of Leadership Styles on School Climate 40

Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realised in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Wallin's (2003) findings again confirmed that leadership styles of headteachers has significant impact on the performance of both teachers and students as it improves pupils' grades and school climate. According to him, the opportunity

made available to pupils to choose class content and class load and the learning opportunities motivate them to work hard to improve their performance.

In the words of Rooney (2003), students and teachers function effectively through effective leadership styles and this contributes to a caring environment in which everybody cares for one another and invariably foster excellent teaching and learning.

Sashkin and Sashkin (2003) maintain that leadership matters because leaders help reduce ambiguity and uncertainty in organisations or society. Leaders take constructive acts to achieve long-term goals and provide clear positive reasons for their actions, goals, and accomplishments. In essence, leaders add clarity and direction to life and make life more meaningful. These scholars say that leadership matters because effective leaders adopt leadership styles that make difference in people's lives. They empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change. Schermerhorn et al. (2000) maintain that leadership is the heart of any organization because it determines the success or failure of the organisation.

Thus the study of leadership in organisations is closely tied to the analysis of organisations' efficiency and effectiveness. In an organisation such as a school, the importance of leadership is reflected in every aspect of the school: instructional practices, academic achievement, students' discipline, school climate, etc. For instance, the Social Policy Research Association's findings (as reported by Soukamneuth 2004) on how leaders create circumstances for positive inter-group relations and a caring and safe environment indicate that strong

leadership is of great importance. Headteachers in schools are able to prevent disruptive behaviour by promoting positive inter group relations using different approaches and styles to create a safe and caring environment. In essence, the headteacher as a leader needs leadership style to reduce racial tensions among students that lead to negative social behaviour and attitude.

The findings of Quinn's (2002) study on the relationship between headteachers' leadership behaviour and instructional practices support the notion that leadership impacts instruction. His findings indicate that headteachers' leadership is crucial in creating a school that value and continually strives to achieve exceptional education for pupils. Similarly, Waters, Marzona and McNulty's (2004) research findings indicate that headteachers' effective leadership can significantly boost pupil's achievement. Apart from the fact that the headteacher knows what to do, he/she knows when, how, and the reason for doing it, the kind of changes that are likely to bring about improvement on pupils' achievement and the implication for staff and pupils. In effect, the headteacher is expected to communicate expectations for the continual improvement of the instructional programme, engage in staff development activities and model commitment to school goals. It may therefore be argued that a headteacher, who does not engage in actions consistent with instructional leadership, has a wrong perspective of the school's goals.. This is evident in research findings as reported by Barker (2001), which portrays the headteacher as an individual capable of creating the climate needed to arouse the potential motivation of staff and pupils. The study indicates that an effective headteacher can turn around a school that

lacks direction and purpose to a happy, goal-oriented and productive school by adopting an appropriate leadership style.

Thus, it may be argued that an effective leadership is critical in increasing productivity and in transforming an unpromising circumstance in a school with good leadership style. Likewise, Finn (2002) maintains that the most important thing to an organisation is the quality of its leadership, particularly the quality of the headteacher in a school setting. In this context, Hurley (2001) upholds that the headteacher is the answer to a school's general development and improvement of academic performance, in that an effective headteacher creates an environment that stimulates an enthusiasm for learning. Accordingly, it implies that the main job of the headteacher is to create an atmosphere that fosters productivity, effective teaching and learning through the employment of good leadership styles and techniques. Therefore, the type of climate that exists in a school could be used as a yardstick to measure the headteacher's effectiveness.

Cunningham and Cordeiro (2000) assert that the headteacher is at the centre of all school improvement initiatives in teaching and learning and therefore, he/she is a change agent for school success, and expected to explore and judiciously utilize the resources for continuous improvement in organizational performance. By implication, if the headteacher is not vision-oriented and productive in regard to his/her responsibilities, improvement of school achievement will remain a dream for a long time. The question is whether the headteachers in Ghanaian Junior High Schools carry out their duties such that a positive climate is promoted to improve productivity. In view of the afore-stated

views, in the context of this project, leadership will be perceived as the ability of the headteacher to relate with the teachers such that the flairs that are embedded in individual teachers are liberated, causing them to constantly see and seize opportunities to improve organisational performance and enhance individual development.

Again, a data presented by Bulack and Berry (2001) using the Instrument Improvement Survey to measure four culture and seven climate factors showed in their findings that females and more experienced teachers used more positive leadership styles and exhibit more leadership behaviours than males and teachers with less than ten years experience. In a related development, Peddle (2001) also found a positive relationship between leadership styles and bahaviours associated with instructions and the overall culture and climate of the school. Moreover scholars like Hoy and Miskel (1991) identified positive correlation between Principals leadership styles and school climate. In contrast to the views of Peddle (2001) and Hoy and Miskel (1991), Schulman (2002) research conducted on the effectes of leadership styles on school climate strongly disagreed and rather found no significant relationship between leadership styles and school climate. In a similar manner, Anderson (1993) also found no relationship between the two variables.

Headteachers' Role in improving School Climate 44

Ramsey (1999) contends that, in an organisation like the school, students and staff tend to live up to the image of the headteacher; because no school is high performing without an effective and efficient headteacher; he is the gospel that

his/her staff and pupils read, a model of behaviour and work attitude to be copied by all. It implies that the headteacher is therefore expected to accept responsibility for whatever pupils and staff do and lead, both by word and action, creating a school climate that facilitates effective teaching and learning. Wilmore (2002) states that headteachers play diverse roles: they are responsible for effecting education policy, keeping track of all activities within the school and ensuring that their schools run smoothly. According to Hargreaves and Fink (2003), the headteachers' tasks are divided into two major types: instructional and the leadership roles. The instructional role focuses on the training and education of children by creating motivating and challenging activities that aid children grow to become productive citizens. These scholars opine that the leadership role complements the functional role. The former aims at successful implementation of the latter. The leadership role largely comprises personnel management (both students and teachers) and decision- making. Against this background, headteachers in Botswana are responsible for checking the schemes and records of work, measuring the efficiency of instruction, conducting staff meetings, visiting classrooms and teachers' work rooms, adjusting pupils' activities, appraising teachers and giving teachers instruction on appropriate teaching methods, etc. (Isaiah 1999).

In a similar view with Hargreaves and Fink (2003), Freiberg and Stein (1999) compares sustaining or improving school climate to tending a garden that requires continuous effort to retain its beauty. Continuous effort by implication involves motivation, evaluation and feedback and staff development.

Motivation

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. This scholar points out that leaders 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. Asworth (1995) opine that headteachers 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. 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. A school community with high level of motivation is fun to work in; it can accomplish unthinkable tasks and undoubtedly maintains a positive climate (Steffy 1989).

Evaluation and Feedback 46

Steffy (1989) points out that the purpose of evaluating teachers should be to provide them with feedback on their performance. Thus, evaluation should not be seen as an end but rather as a means to an end. In order to maintain a positive climate, the headteacher needs to evaluate teachers' performance from time to time to enhance effective teaching. Evaluation is as important as giving feedback. Steffy argues that no feedback means no recognition and no recognition means no

reward and this according to her could lead to discouragement and frustration. On the same note, feedback according to Hill (1997) emphasises not only the act of, but also how it is given. He explains further that it builds confidence and competence in teachers when it is given in an appropriate way, workers will value it, and thus, their strength and contributions are enhanced. Otherwise it disappoints and de-motivates them. Therefore, the headteacher needs to provide teachers with feedback in an appropriate manner to either encourage them to keep up the good work they are doing or to advise them to improve in one area or the other, this helps the headteacher to effectively manage teachers' performance. Regular evaluation of teachers' work as a means of improving teaching fosters positive climate in schools.

Staff Development 47

Schools are service organisations that are committed to teaching and learning, and because the goal of the school is student learning, it is imperative that schools should be learning organisations, places where both pupils and staff capacities to create and achieve are encouraged. Therefore, just as pupils increase in knowledge continuously, staffs also need to increase and renew their professional knowledge: learning and developing more effective and efficient ways to achieve school goals. Harris (2002) contends that staff development is critical to student progress and therefore school improvement. According to her, research findings show that successful schools encourage and facilitate the learning of both teachers and pupils. Thus, the quality of staff development and learning is pivotal to maintaining and enhancing the quality of teaching and

learning. However, Cohen and Scheer (2003) point out that most professional development, from a teacher's view does not cater for the diverse needs of teacher. Cohen and Scheer (2003) concur that a teacher-centred development plan, which caters for the needs, interest and talents of teachers is central to improving performance in schools. This is why Speck and Knipe (2004) maintain that professional development plan should not be prescribed for teachers rather, teachers should have input in their professional development plans because they work directly with the pupils so, they are in the best position to understand pupils' needs. Besides, teachers are the recipients of professional development contents. DuFour and Eaker (1998) maintain that the purpose of staff development is to help teachers as individuals and as a team to become more effective in helping pupils achieve the intended results of their education. In essence, staff development benefits both teachers and the school for the fact that teachers are learning for themselves and this makes them more effective teachers in class; that is, the passion to learn will spill over to their pupils, therefore pupils' enthusiasm will increase. Ubben et al. (2001) believe that it is the responsibilities of the headteacher to set conditions that will enable teachers reach their full potentials. Thus, it is the headteachers's responsibility to initiate and support staff development in schools.

Teamwork 48

According to Cohen (2003), when teachers work as a team, they serve their customers better. In effect, when teachers share ideas and experiences with regard to teaching, learning and discipline, they are likely to be more effective

and efficient in the classroom. Moreover, the findings of DuFour (2004) suggest that when teachers work collaboratively, it increases internal motivation, general job satisfaction, work efficacy and professional commitment. In this respect, when teachers work together it benefits both the teachers and the pupils. For example, working as a team enables teachers to develop coordinated pupils' management strategies to address learning and behaviour problems. As a result, pupils with learning problems receive necessary assistance and those who are exhibiting discipline problems receive proper guidance with regard to acceptable behaviour. Besides, it increases teachers' competence in their job and it boosts the relationship among teachers. Thus, to a reasonable extent, working as a team enhances positive school climate. It is assumed that teachers are better able to work together as a group if they share common goals and if the school setting encourages it.

Summary 49

In this chapter, the review of the literature reveals that headteachers adopt varieties of leadership styles that affect the climate of a school. While some leadership styles are directed toward the achievement of school goals and objectives, others lack direction with regard to the fulfillment of their mission. Although, teachers, pupils and parents' behaviour contribute to the kind of climate in a school, the headteacher's behaviour is found to be the main determinant of the varieties of climate that exists in a school.

The literature also therefore revealed a positive relationship that exist between the leadership styles of headteachers and the kind of climate that exist in

schools and other related implications on the school climate. This was alluded to the fact that teachers rely on the headteacher for leadership, motivation and development. The literature reviewed finally unveiled that, creating and maintaining an open climate in schools is imperative to moulding and developing a whole child. Positive school climate is often the product of the relationship between the headteacher and teachers, among teachers, between teachers and pupils, between parents and the school and most importantly the leadership of the headteacher.

CHAPTER THREE

METHODOLOGY 50

Introduction

This chapter focuses on the method adopted to carry out the study. It therefore describes the research design, target population, sample and sampling procedures, instrument for data collection, procedure for data collection and data analysis procedure.

Research Design

The study was a descriptive survey whic h involves the systematic collection and presentation of data to give a clear picture of the event under study. It allows the researcher to gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific event, (Fraenkel & Wallen, 2006). Given the purpose of the study or the research, the descriptive survey was considered the most design that would lead to the achievement of the researcher's purpose and the drawing of meaningful conclusions from this study.

Population of the Study

The target population of this research constitutes headteachers and teachers in the Ahafo-Ano North District. The accessible population comprises selected headteachers and teachers in all the six circuits in the district. The six circuits were: Tepa, Dwaaho, Manfo, Anyinasuso, Betiako and Twabidi.

Sample Size

A total number of three schools were selected from each circuit constituting eighteen schools. Eighteen headteachers and four teachers were selected from each school. In all a total of ninety respondents were sampled from the population of two hundred and twenty- five people. Seventy-two teachers (80%) and eighteen headteachers (20%) constitute the sample size.

Sampling Procedure

Purposive and simple random sampling methods were used in the sampling process. Headteachers were purposively sampled because they have adequate and in-depth knowledge of the problem and cannot be dealt without due to the purpose of this research. On the other hand the schools and the teachers were randomly selected. This type of sampling gives all unit of the target population an equal chance of being selected. A list of all the schools in each circuit of the Ahafo-Ano North District was collected from the Ghana Education service office in charge of Monitoring, Evaluation and Statistics. The schools in each circuit were numbered on pieces of paper and they were randomly selected until the eighteen schools were selected.

Again four teachers from each of the eighteen sampled schools totaling seventy-two were randomly selected for the study using the simple random technique. On the contrary, the purposive sampling technique was used for the selection of the headteachers in the district. Out of the total of thirty-five headteachers in the district, eighteen headteachers were purposively selected for the study.

Research Instrument

The research instrument used in collecting the data was questionnaire for the headteachers and teachers. The idea in using the questionnaire is in line with the idea of Best and Khan (1993) when they posited that the questionnaire may serve as a most appropriate and useful data gathering device in a research project if properly constructed and administered because of its wider coverage. In view of this the research instruments were designed with the help of a research expert who read the items and made the necessary corrections before they were administered for the study. The same questions were used for all the teachers and headteachers who responded to them. The questions were predominantly the close-ended type which helped in avoiding irrelevant answers. However, opportunity was also given to respondents to write additional responses where necessary.

Apart from the biographic information domain, the rest of the questionnaires were categorized into five sections in consonance with the five research questions. Section 'B' involved questions on the leadership styles practice by headteachers. Section 'C' highlights the various school climates in basic schools. Section 'D' looks at how headteachers leadership styles influence school climate. Section 'E' focuses on the implications of headteachers leadership

styles on school climate. Section 'F' finally looks at the roles headteachers play in improving school climate.

The respondents were asked to make a tick on the questionnaires of every response category that best reflected their opinion based on a five likert scale. The statements were arranged in descending order from 5-1. '5' indicated strongly disagree and '1' indicated strongly agree.

Pilot Testing Instrument

In order to test the validity and reliability of the research instrument, a pilot study was conducted some selected Junior High Schools in the Ahafo-Ano South District in the Ashanti Region. This was purposely done to avoid the possible incidence of picking the same teachers for both the pilot study and the main study. Besides, the conditions prevailing in Ahafo-Ano South Junior High Schools selected were similar to those for the main study.

The reliability of the instrument was determined through the use of the Cronbach Alpha. The reliability co-efficient for the questionnaire was .735. The pilot study revealed that certain questions were ambiguous and were therefore not well answered. Such questions were re-constructed for clear understanding.

Data Collection Procedure

The researchers personally distributed copies of the questionnaires to the headteachers' and teachers' respondents. However, some of the headteachers were called on phone due to their absence as a result of tight schedules of some of them to the education offices and other places. To ensure that respondents give credible answers to the questions and to fully guide and explain items to them for

better understanding, the questionnaires were given to them to complete on the same day. Again the purpose of the study and its significance was explained to them vividly to ensure their co-operation. As a result they were able to answer all the questions and even though some respondents felt reluctant in responding to the questionnaires, yet we achieved 100% retrieval rate of the questionnaires.

Data Analysis

The data gathered were analyzed research question by research question using the Statistical Product for Service Solutions (SPSS) version 16.0. The responses to the various items were coded and transferred to a broadsheet taking cognizance of their serial numbers. For the purposes of analysis and discussion the five responses on the likert scale were coded in descending order with 'Strongly Disagree' coded 5, 'Disagree' coded 4, 'undecided' coded 3 while 'Agree' had the code of 2 and 'Strongly Agree' had 1. Since the data for all the research questions were similar in nature, they were all analysed by computing the frequencies, percentages, mean and the group means.

CHAPTER FOUR
RESULTS AN DDISCUSSION
Introduction

This chapter entails presentation and discussion of the data collated from the field. The analysis will focus on the gender of respondents, qualifications, level of experience, views of respondents on the types of leadership style that exist in the working environment and how these leadership styles affect school climate and other activities on the working environment.

Gender of Respondents

This looks at the gender of the various respondents, that is, both teachers and headteachers. These are shown in tables 1 and 2.

Table 1: Gender of Teachers

Gender	Frequency	Percentage (%)
Female	43	60
Male	29	40
Total	**72**	**100**

Source: Field Survey, 2012

Table 2: Gender of Headteachers

Gender	Frequency	Percentage (%)
Female	6	33.3
Male	12	66.7
Total	18	100

Source: Field Survey, 2012

The tables depict the sex composition of both teachers and headteachers. Table 1 revealed that out of 72 teachers 43 of them representing (60%) are females while the remaining 29 teachers representing (40%) are males. This implies that females dominate in terms teachers composition in the district compared to the male counterpart.

Table 2 however presents more male headteachers (66.7%) compared to the females who represent the least percentage of (33.3%) of the headteachers composition. It therefore reveals the general dominance of males in leadership positions as compared to the opposite sex.

Qualifications of Respondents

This aspect focuses on the qualifications levels of the respondents. This ranges from the diploma level up to the degree level. This is shown in figure 1.
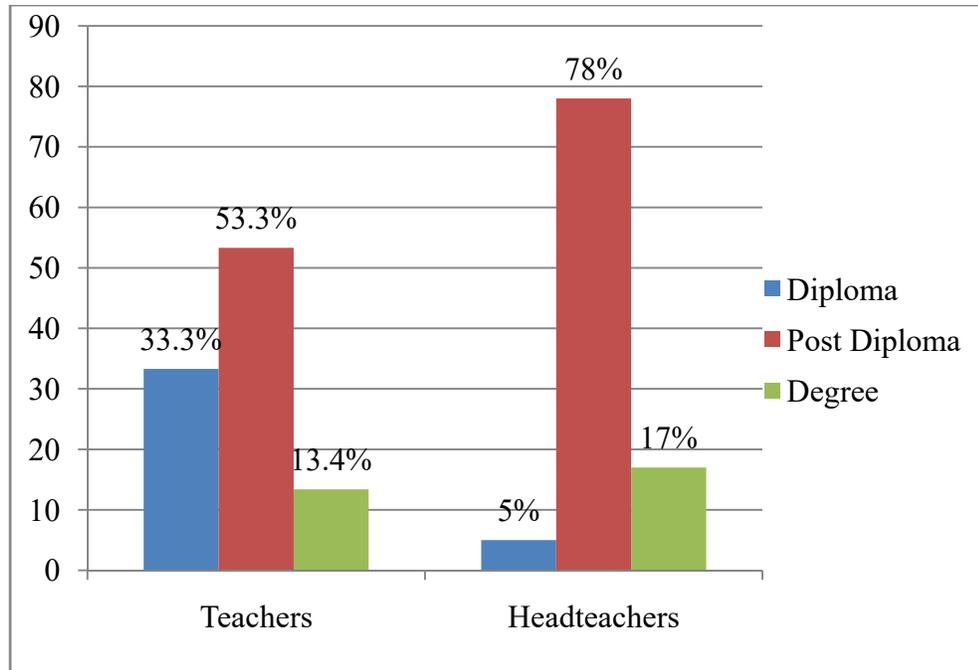
Figure 1: Qualifications of Respondents

Source: Field Survey, 2012

The diagram depicts the qualification levels of the ninety respondents which comprise of both teachers and headteachers of the study area. The survey revealed that most teachers and headteachers are in the post diploma levels representing (53.3%) and (78%) respectively. Those at the degree level form the least percentage as it corresponds to (13.4%) and (17%) for both teachers and headteachers respectively. This implies that more rooms should be provided to enable teachers pursue degrees at the various fields. This will help push the number of those at the degree levels most especially the headteachers.

Experience Levels of Respondents

There is the need to consider the experience levels of respondents with respect to the number of years spent in the service. This part therefore categorizes

the respondents (teachers and headteachers) based on their number of years at the teaching field. The respondents and their years of experience are shown in the diagram.
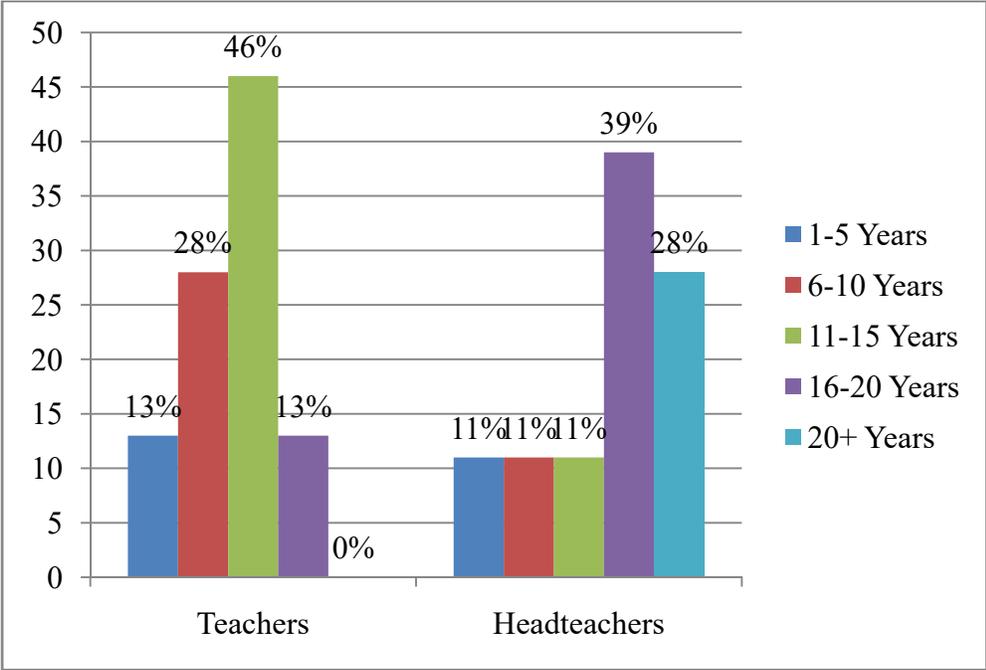
Figure 2: Levels of Experience

Source: Field Survey, 2012

The diagram shows the various experience levels of the respondents. It was revealed the 11-15 years cohort contains most of the teachers constituting (46%) of the total number of 72 teachers. This is followed by those in the 6-10 years cohort with (28%). It also revealed that (13%) of the teachers have spent less than 6 years in the service with those between 16 and 20 years with the same percentage. This implies that (78%) of the teachers have spent more than 5 years in the service indicating the higher levels of experience of teachers within the

district. No teacher has however spent more than 20 years in the teaching profession.

Headteachers on the other hand are dominated in the 16-20 years cohort (39%) in the profession. This is followed by those who have been in the service for more than 20 years forming (28%) of the total population of headteachers. This means that more than half (67%) of the total number of headteachers have spent more than 15 years in the profession implying much higher levels experience of headteachers in the district as compared to the teachers. This means that headteachers as leaders should have the ability to perceive present situations in the light of these experiences, (Sergiovanni, 1999).

Types of Leadership Styles Employed by Headteachers

This seeks to provide answers to the first research question which seeks to identify different types of leadership styles employed by headtechers in the administration of a school. For headteachers to achieve goals and objectives of their schools there is the need to have an interaction with the subordinates. The survey revealed that there are some sort of interactions between the heads and the teaching staff. This means that all the headteachers employ diverse levels styles to influence subordinates to contribute toward achievement of objectives, thus confirming the assertion by Hey-Blanchard (1972) which states that your leadership style is the consistent patterns of behavior which you exhibit, as perceived by others, when you are attempting to influence the activities of people. Webster (1974) supported this fact by saying that leadership styles involve the process of influencing the activities of an individual or group in efforts toward

accomplishing goals in a given situation. The views of the respondents were taken based on the criteria; Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The views of the respodents (both teachers and headteachers) on the type of leadership style exhibited by headteachers are shown in the tables 3 and 4 respectively.

Table 3: Types of Leadership Styles Employed by Headteachers

Leadership Style	Responses			
	SA N (%)	A N (%)	D N (%)	SD N (%)
Headteachers listen to the views and concerns of teachers and pupils	5(7)	24(33)	38(53)	5(7)
Headteachers exhibit frequent absence and lack of involvement during serious school activities	5(7)	5(7)	38(53)	24(33)
Headteachers do not accept the views of the teachers and pupils	10(13)	42(61)	10(13)	10(13)
Headteachers reward satisfactory performance and attend to mistakes of their subordinate	23(32)	13(18)	29(40)	7(10)
Headteachers personalities influence the decisions of staff and pupils	5(7)	24(33)	38(53)	5(7)
Headteachers assign responsibilities to teachers based on competence, knowledge and skills	5(7)	5(7)	38(53)	24(33)

Source: Field Survey, 2012

Table 3 depicts the kinds of leadership styles adopted by headteachers in the district in managing their schools as responded by teachers. Most of the respondents (60%) disagreed that headteachers in their schools listen to the views

and concerns of both teachers and pupils before taking decisions. This is also supported on the table where 52(74%) of the respondents agreed that headteachers do not accept the views of the teachers and pupils in making decisions. This confirms the argument of Mazzarella and Smith (1989) which states that some leaders employ an autocratic leadership style; some use a democratic style, while others use the *laissez-faire* leadership style. This statement is true because even though most teachers agreed that headteachers are autocratic, there are some (26%) who believe that their headteachers are democratic.

Also, the table revealed that 43 of the respondents forming (60%) disagreed that headteachers personal influence affects the decision of staff and pupils. This is in line with Burns (1978) theory which focuses on leadership being no longer mainly on personal behavior or personal traits, but shifting towards a more dynamic understanding of leadership. This means that leadership is now geared towards being able to use your rights and methods to make many people work together for a common task, (Fiedler, 1969).

Finally, (86%) of the teachers disagreed that headteachers assign responsibilities to teachers based on competence, knowledge and skills. This goes contrary to the situational types of leadership which involves basing the choice of a leadership style on the competence (job knowledge and skills) and commitment (self-motivation and self-confidence) of the person being led rather than on the leader's usual or preferred style, (House, 1971).

Table 4: Types of Leadership Styles Employed by Headteachers

Leadership Style	Respondents	SA N (%)	A N (%)	D N (%)	SD N (%)
Headteachers listen to the views and concerns of teachers and pupils	Headteachers	6(20)	12(80)	0(0)	0(0)
Headteachers exhibit frequent absence and lack of involvement during serious school activities		0(0)	3(13)	7(40)	8(47)
Headteachers do not accept the views of the teachers and pupils		0(0)	0(0)	8(47)	10(53)
Headteachers reward satisfactory performance and attend to mistakes of their subordinate		6(33)	12(67)	0(0)	0(0)
Headteachers personalities influence the decisions of staff and pupils		4(20)	5(27)	9(53)	0(0)
Headteachers assign responsibilities to teachers based on competence, knowledge and skills		4(20)	12(67)	2(13)	0(0)

Source: Field Survey, 2012

Table 4 on the other hand is focused on the response of headteachers as to the kind of leadership style they employ in the administration of schools. All the respondents (100%) agreed that headteachers are democratic in the sense that they listen to the views and concerns of teachers and pupils before making decisions. They however rejected the assertion that teachers and pupils views are not taken into consideration in taking decisions. The headteachers (100%) just like the teachers agreed that they do not exhibit *laissez-faire* type of leadership style which involves frequent absence and lack of involvement during critical junctures (Judge & Bono, 2000). They (87%) also believe that situational type of leadership is employed in their administration by considering the competent and knowledge based of subordinates (teachers) before assigning responsibilities.

Type of School Climate

Well and conducive atmosphere should exist within the working environment to give room for both superiors and subordinates alike to contribute meaningfully towards the achievement of goals and objectives. This when applied on the school situation implies that the school should exhibit some kind of features that motivate pupils, teachers and the headteacher to love the school and desire to be there each school day, (Freiberg, 1999). This argument is supported by Brooks (1999) who holds the view that 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.

Since each school has its own unique climate (Hoy and Miskel, 2001), all the ninety respondents held different views about the type of school climate that exist in the schools. This is in line with Cooper (2003) who described organisational climate as people's perception of their working environment with regard to caring and friendliness. Since each of the responded held a different view about the type of school climate, there is the need to assess and analyse their diverse views in relations to the type of climate being exhibited in their field of work. The responds from both teachers and headteachers are displayed in tables 5 and 6 respectively.

Table 5: Type of School Climate

Type of School Climate	Respondents	SA N (%)	A N (%)	D N (%)	SD N (%)
Friendly interaction exists between headteachers, teachers, pupils and parents	Teachers	5(7)	19(26)	43(60)	5(7)
Teachers are given the freedom to operate in school		0(0)	24(33)	43(60)	5(7)
Teachers are forced to work hard with little room for social life		0(0)	27(27)	45(73)	0(0)
Existing of a friendly atmosphere devoid of task accomplishment		0(0)	10(13)	52(74)	10(13)
An atmosphere of hardworking headteacher with no effect on the staff		0(0)	24(33)	43(60)	5(7)
An atmosphere devoid of commitment, considerate and frustration		0(0)	19(27)	48(66)	5(7)

Source: Field Survey, 2012

Table 5 shows the diverse views teachers hold about the type of school climate that exist in their school. As mentioned earlier, teachers hold different views as to what type of school climate created. This is seen clearly on the table where different answers are provided by the responded (teachers). It can be observed from the table that most of the respondents (67%) disagreed that friendly interaction exists between headteachers, teachers, pupils and parents. This goes contrary to the open climate proposed by Hoy and Sabo (1998) which describes the openness and authenticity of interaction that exists among the headteacher, teachers, pupils and parents. The teachers response went further to state that they are not given the freedom to operate in school as (67%) of them attested to this assertion. This is also opposed to the autonomous climate as prescribed by Halpin, (1966) which suggest a close relationship among the headteacher, teachers, pupils and parents. Despite these types of climate created by headteachers, there is absence of controlled climate as teachers are not compelled to work hard with little room for social life. This is depicted on the table as (73%) agreed to that assertion. 48 out of the 72 representing (67%) teachers hold a different view that there exists an atmosphere of hard working headteacher with no effect staff. This means that hard work is a popular term to the headteacher to the extent that it creates a distance between the headteacher and the teachers. The views of the teachers are in the opposite direction to the paternal climate prescribed by Halpin (1966). Finally, (73%) disagreed that there exist a closed climate which involves lack of commitment on the part of both teachers and headteachers. They believe that most of them are committed towards task accomplishment.

Table 6: Type of School Climate

Type of School Climate	Respondents	SA N(%)	A N (%)	D N (%)	SD N(%)
Friendly interaction exists between headteachers, teachers, pupils and parents	Headteachers	5(27)	13(73)	0(0)	0(0)
Teachers are given the freedom to operate in school		2(13)	11(60)	0(0)	5(27)
Teachers are forced to work hard with little room for social life		0(0)	0(0)	13(73)	5(27)
Existing of a friendly atmosphere devoid of task accomplishment		0(0)	11(60)	7(40)	0(0)
An atmosphere of hardworking headteacher with no effect on the staff		1(7)	2(13)	13(73)	1(7)
An atmosphere devoid of commitment, considerate and frustration		0(0)	7(40)	7(40)	4(20)

Source: Field Survey, 2012

From the table as responded by the headteachers, it can be observed that most of the headteachers hold a different view from that of the teachers. While (67%) of the teachers disagreed as to the prevalence of an opened climate, all the headteachers agreed to that assertion. Most of the headteachers (73%) also believe that teachers are given the freedom to operate in school as opposed to the views of the teachers. Both the teachers and the headteachers hold on to the believe that hard work is a popular term to them and that there exist an atmosphere characterised by commitment towards task accomplishment.

How Leadership Style Affect School Climate

The kind of leadership style employed by headteachers may one way or the other affect the type of school climate that should prevail. This is because the climate of a school is the result of the blend of two dimensions of interpersonal interaction; teacher's behavior and headteachers's behavior, (Halpin, 1966). The purpose of this aspect is to examine whether the leadership styles of school headteachers are responsible for the climate that exists in their schools so as to provide answers to the third research question. While some leadership styles promote a positive climate, others affect the climate of the school negatively.

Tables 7 and 8 indicate the views of the respondents (both teachers and headteachers). The respondents invariably hold different views to the five statements on how leadership style affect school climate. All the respondents however hold the believe that leadership styles may have either positive or negative effect on the school climate. For instance, headteacher keeping close interactions with teachers, pupils and their parents will help create a positive

school climate. This assertion can be buttressed by Halpin (1966) who indicated that interaction has a considerable impact on the general atmosphere of the school. The views of the respondents (teachers and headteachers) are shown in tables 7 and 8.

Table 7: How Leadership Style Affect School Climate

Statement	Respondents	SA N (%)	A N (%)	D N (%)	SD N (%)
Disengaging teachers from school administration	Teachers	9(13)	24(33)	34(47)	5(7)
Authoritarian and controlling nature of headteacher		5(7)	38(53)	20(27)	9(13)
parents empowerment and involvement in school administration		9(13)	43(60)	19(27)	0(0)
students involvement in school administration		5(7)	24(33)	38(53)	5(7)
Giving consideration to teachers on matters affecting them		14(20)	24(33)	34(47)	0(0)
Headteachers motivational attitude towards teachers		10(14)	24(33)	38(53)	0(0)

Source: Field Survey, 2012

Table 5 shows the responses of teachers on how leadership styles employed by headteachers affect school climate. 41(54%) of the teachers disagreed that headteachers' leadership do disengage teachers from school administration. They believe that irrespective of the prevailing leadership styles, they are still committed towards an effective performance. This implies that there exist an atmosphere devoid of disrespectfulness towards one another, criticisms and negative attitude towards work in some of the schools in the district. 33(46%) however believe that headteachers exhibit some sort of leadership style that tend to reduce their commitment towards school administration. This implies that there exist an atmosphere of poor attitudes towards work, dislikeness and constant criticism of the headteacher. These teachers are classified by Hoy and Sabo (1998) as individuals who are just 'putting in their time'.

Again, most of the teachers (60%) agreed that a rigid atmosphere exists as results of headteachers' authoritarian and controlling nature which places emphasis on directing all tensions towards work. This type of climate is what is considered by Halpin (1966) as production emphasis where the headteachers believe strongly that people work best under tension and pressure.

Parents' empowerment and involvement is very crucial as most teachers (73%) are of the view that parents are empowered and involved in schools administration. This is important because parent involvement concur that parents contribute significantly to pupils' performance (Rosenblatt & Peled 2002). Epstein (2002) also argues that developing a partnership with parents improves school climate; connects families in the school and the community and helps

pupils to succeed in school and in later life. Despite (60%) of the respondents agreeing to the statement that headteachers' leadership styles do not create the atmosphere for pupils' involvement in administration, (53%) of the responded believe that considerations are given to teachers on matters affecting them. This is confirmed by Azzara's (2001) assertion that showing concern for teachers, parents and pupils is the heart of school leadership. Therefore, for the headteacher to be effective, he/she must relate to teachers and pupils in the way that demonstrates his/her concern for them.

Table 8; How Leadership Style Affect School Climate

Statement	Respondents	SA N (%)	A N (%)	D N (%)	SD N (%)
Disengaging teachers from school administration	Headteachers	0(0)	5(27)	8(47)	5(27)
Authoritarian and controlling nature of headteacher		0(0)	0(0)	13(73)	5(27)
Parents empowerment and involvement in school administration		2(13)	15(80)	0(0)	1(7)
students involvement in school administration		2(13)	15(80)	0(0)	1(7)
Giving consideration to teachers on matters affecting them		1(7)	16(87)	0(0)	1(7)
Headteachers motivational attitude towards teachers		0(0)	12(67)	4(20)	2(13)

Source: Field Survey, 2012

From the table, it can be observed that 13(74%) of the headteachers share the same view with (54%) of the teachers in the sense that there exist a school climate where teachers are committed towards task accomplishment. This implies that there exist an atmosphere devoid of disrespectfulness towards one another, criticisms and negative attitude towards work in some of the schools in the district. The headteachers however disagreed strongly that there exist a climate of authoritarian and controlling nature as all of them (100%) attested to this fact.

Also, the responses from the headteachers on parents' empowerment and involvement in school administration are in line with Rosenblatt & Peled (2002). Finally, an overwhelming (93%) of the headteachers agreed to the fact that considerations are given to matters that affect teachers.

Implications of leadership style on School Climate

The headteacher is at the centre of all school improvement initiatives in teaching and learning and therefore, he/she is a change agent for school success, and expected to explore and judiciously utilize the resources for continuous improvement in organizational performance, (Cunningham and Cordeiro, 2000). This means that the kind of leadership style employed by the headteacher as a leader of a school has a significant impact on the type of climate that should exist in that particular school. It also implies that leadership matters because effective leaders adopt leadership styles that make difference in people's lives. The fourth research question is of high importance because it tends to seek answers to the implications of leadership styles employed by headteachers on the school climate. It focuses on the impacts of the leadership style on performance of both pupils

and teachers, the image of the school, on enrollment and psychological needs of teachers. Tables 9 and 10 show the responses from the teachers and headteachers as to the implications of leadership style on the school climate.

Table 10: Implications of leadership style on school Climate

Statement	Respondents	SA N (%)	A N (%)	D N (%)	SD N (%)
Affects pupils performance	Headteachers	5(27)	11(60)	0(0)	2(13)
Affects teachers performance		8(40)	6(33)	2(13)	2(13)
Affects the image of the school		6(33)	10(53)	1(7)	1(7)
Affects enrollment of a school		2(13)	14(73)	0(0)	2(13)
Affects the psychological needs of teachers		6(33)	8(47)	4(20)	0(0)

Source: Field Survey, 2012

From table 9, it can be observed that all the teachers (100%) agreed to the fact that the type of   leadership styles adopted by headteachers affects both pupils and teachers. Table 10 also revealed that a whooping (87%) and (73%) of the headteachers agreed that the type of leadership style affect the performance of both pupils and teachers respectively. This argument is supported by Wallin (2003) whose findings revealed that leadership style of headteachers has significant impact on the performance of both teachers and students as it improves pupils' grades and school climate. This implies that the opportunities and

constraints made available to both teachers and pupils affect their performance either positively or negatively. The argument is again supported by Rooney (2003) who also stated that students and teachers function effectively through effective leadership styles and this contributes to a caring environment in which everybody cares for one another and invariably foster excellent teaching and learning.

All the teachers (100%) agreed to the fact that leadership style has implications on the   enrollment of   the school while an overwhelming (93%) indicated that it has impact on the image of the school. Headteachers also hold the same view where (86%) of them agreed that indeed their leadership styles affect both enrollment and the image of the school. Other researchers such as Waters, Marzona and McNulty (2004), Barker (2001), Hurley (2001) and Finn (2002) all agreed to the fact that headteacher's leadership styles have strong implications on the school climate.

Role Headteachers Play to Improve School Climate

Wilmore (2002), states that headteachers play diverse roles. In an organisation like the school, students and staff tend to live up to the image of the headteacher; because no school is high performing without an effective and efficient headteacher; he is the gospel that his/her staff and pupils read, a model of behaviour and work attitude to be copied by all, (Ramsey, 1999). This means the headteacher plays a significant role in improving a school climate. It also implies that the headteacher is expected to accept responsibility for whatever pupils and

staff do and lead, both by word and action, creating a school climate that facilitates effective teaching and learning.

It is on the basis of these assertions that the final research question seeks to identify the significant role headteachers play in improving the school climate. Headteachers are expected to play diverse roles to ensure that school climate is improved. These include giving motivation to teachers and other staff members, providing feedback to teachers on their performance and effective evaluation of teachers' performance among others. The views of the respondents on the role headteachers play to improve climate are shown in tables 11 and 12.

Table 11: **Role Headteachers Play to Improve School Climate**

Role	Respondents	SA N (%)	A N (%)	D N (%)	SD N (%)
Giving motivation to teachers and other staff members	Teachers	5(7)	24(33)	38(53)	5(7)
Providing feedback to teachers on their performance		5(7)	29(40)	38(53)	0(0)
Effective evaluation of teachers performance		5(7)	38(53)	29(40)	0(0)
Initiating and supporting staff development and training in schools		14(20)	9(13)	43(60)	5(7)
Encouraging and instilling the spirit of teamwork among staff		5(7)	53(73)	14(20)	0(0)

Source: Field Survey, 2012

Table 11 shows the teachers' views on the roles played by headteachers in providing a conducive climate. 29(40%) of the teachers are of the view that motivation are given to the teachers and other staff members by the headteachers while 43(60%) of the teachers disagreed. This implies those schools with little or no motivation creates a negative climate since Steffy (1989) believes that a school community with high level of motivation is fun to work in; it can accomplish unthinkable tasks and undoubtedly maintains a positive climate.

More than half 43(60%) of the teachers pointed out to the fact that evaluation of their performance is done while 38(53%) indicated that even though performance evaluation is done by headteachers they do not provide feedback. No feedback implies that no recognition and no recognition means that no reward which could lead to discouragement and frustration, (Steffy, 1989). On the issue of initiating staff development and training support, 23(33%) agreed that such benefits exist while 49(67%) disagreed. Most headteachers according to the teachers do not provide initiation that provides support for their development and training.

However, most of the teachers 58(80%) agreed that headteachers encourage and instill the spirit of teamwork among them while only 14(20%) disagreed. This is very important because when teachers work as a team, they serve their customers better, (Cohen, 2003). It also helps to increase internal motivation, general job satisfaction, work efficacy and professional commitment.

Table 12: Role Headteachers Play to Improve School Climate

Role	Respondents	SA	A	D	SD
		N (%)	N (%)	N (%)	N (%)
Giving motivation to teachers and other staff members	Headteachers	0(0)	18(100)	0(0)	0(0)
Providing feedback to teachers on their performance		4(20)	14(80)	0(0)	0(0)
Effective evaluation of teachers performance		4(20)	12(67)	2(13)	0(0)
Initiating and supporting staff development and training in schools		5(27)	13(73)	0(0)	0(0)
Encouraging and instilling the spirit of teamwork among staff		10(53)	8(47)	0(0)	0(0)

Source: Field Survey, 2012

The table reveals that all the headteachers (100%) agreed that they do provide motivation for teachers and other staff members. They share the same believe with Steffy (1989) that a school community with high level of motivation is fun to work in; it can accomplish unthinkable tasks and undoubtedly maintains a positive climate. Again, all the headteachers are of the view that they do not only undertake evaluation of teachers' performance as (87%) of the headteachers responded, they also provide feedback on the performance of the teachers.

Finally, all the headteachers agreed that they initiate and support staff development and training in the schools and also encourage and instill the spirit of teamwork among the staff. This is because staff development is critical to student progress and therefore school improvement, (Harris, 2002). DuFour and Eaker (1998) also maintain that staff development helps the teachers as individuals and as a team to become more effective in helping pupils achieve the intended results of their education. Headteachers just like DuFour (2004) also believe that when teachers work collaboratively, it increases internal motivation, general job satisfaction, work efficacy and professional commitment.

Summary

This chapter is of two parts. The first part focused on the characteristics of the respondents (both teachers and headteachers). These include the sex of the respondents, their levels of qualifications and the number of years spent in the service as this was revealed that females dominate among the teachers while the males also constitute the majority among the headteachers signifying the dominant roles males play in leadership. It also revealed that all the headteachers have spent at least fifteen years in the service stressing on the importance of their experience level to their leadership positions.

The other aspect discussed extensively, the views of both teachers and headteachers on a variety of issues including the type of leadership styles exhibited by headteachers, the type of school climates and how these climates are affected by the leadership styles, implications of leadership style on school climates among others in an attempt to provide answers to the research questions.

This presented different views from both the teachers and the headteachers as each holds a different view as to the type of leadership employed by headteachers, the type of school climate, how the leadership styles affect school climate and the roles of headteachers among others.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This section of the write-up captures the major findings that came out of the study and the conclusion drawn. It also covers recommendations based on the findings of the study. The study investigated the relationship between Leadership Styles of Basic School Headteachers and school climate in the Ahafo-Ano North district. It sought to find the effects of leadership styles employed by headteachers on the school climate. The study was carried out in 18 basic schools within the six circuits of the Ahafo-Ano North district.

Descriptive sample survey was used to carry out the study. This was because the study was intended to measure the respondents' views about the issue. Purposive and simple random sampling was used for the headteachers and teachers respectively. In all, 90 respondents comprising 18 headteachers and 72 teachers were involved in the study.

The research instrument that was employed in the data gathering was the questionnaire. The questions were predominantly the close-ended type which helped in avoiding irrelevant answers. However, opportunity was also given to respondents to write additional responses where necessary. The instrument was thoroughly scrutinized to ensure validity of the instrument. Furthermore, the

instrument was pre-tested in some selected basic schools in the Ahafo-Ano South district in the Ashanti region.

Five research questions were formulated to guide the study. The data that were gathered were analysed using frequencies and percentage distributions. The variables of interest were types of leadership styles employed by headteachers, types of school climate, how leadership styles affect school climate, implications of leadership styles on school climate and roles headteachers play to improve school climate.

Main Findings

The findings that emanated from the study were that:

1. The dominance of males in leadership position as headteachers. Within the context of this country, males are found to play active roles in leadership and administrative positions than their female counterpart. This was found to be true in the basic school administration where the number of males was twice that of females signifying male dominance in basic school administration.

2. Headteachers exhibit authoritarian and controlling leadership style. This means teachers and pupils views are not taken into consideration in the running of the school. Headteachers exert control on their staff and expect them to go by their rules.

3. Leadership styles are perceived differently by both the leader and the followers or the subordinates. For example while the teachers see themselves as democratic most of the teachers perceived them otherwise.

4. Effective leadership style creates a conducive school climate. Teachers require an atmosphere where they will be allowed to operate freely and also have a say in what affect their wok to contribute meaningfully towards task accomplishment. This means that headteachers should not be bossy over his/her staff but be opened enough to allow the views of staff during decision making. This will create a positive climate and therefore get the best out from the staff.

5. Leadership styles affect the performance of both teachers and pupils. Pupils and teachers function effectively through effective leadership styles and this contributes to a caring environment in which everybody cares for one another and invariably foster excellent teaching and learning. Teachers give out their best in where they feel part of the working environment. They contribute meaningfully when they are given recognition in the sense that their views on issues are respected and taken into consideration in the running of the school. Pupils are also seen to do well when the school is seen to be their second home where their problems in school can be catered for. Pupils are able to ask questions from the appropriate authorities to seek for clarification. Through this, teacher-pupils relationship is created, thus improving pupils' performance levels.

6. Headteachers are only targeted towards task accomplishment to the detriment of the teachers' development. Headteachers have not put down any mechanisms to enable teachers develop themselves. These include organisation of workshop in the areas of ICT training, guidance and

counseling to mention but a few. The initiative and the will for staff development normally come from the teachers themselves. This explains why most of them teachers went for the post-diploma instead of degrees at different fields. Besides there are no motivations established for teachers at the basic schools.

7. Headteachers leadership styles have strong implications on the enrollment of the school. This is because effective leadership style creates a positive school climate and positive climate implies an improved performance and therefore increase enrollment. The opposite happens where there are no effective leadership styles.

8. Parents are empowered and involved in school administrations. Avenues are created where parents are educated on issues affecting the school. They are also involved in the administration of the school. This means that parents play active roles in how basic schools should be ran.

9. Finally, headteachers prefer working with people who succumb to their bids rather than those who are competent. This means that jobs are assigned to teachers on the preferred lists of the headteachers rather than knowledge and competent based of the teachers.

Conclusions

Based on the findings from the study of the relationship between leadership styles and   school climate, the following conclusions can be drawn:

(a) It is clear from the study that males constitute the majority within the headteachers in the district. The number of males as headteachers outnumbers that

of the females. This signifies the dominance roles of males in leadership positions in basic schools;

(b) There is the presence of autocratic leadership style on the school environment. Teachers and pupils views are not respected and therefore taken into considerations before decisions are made. Teachers and pupils are also made to work under the control of the headteachers. This can lead to low commitment and morale on the part of both teachers and pupils thus affecting performance;

(c) Leadership styles depend on the individual from both the giving and the receiving end. Both the teachers and the headteachers seek to interpret leadership styles differently. Teachers and pupils are therefore likely to make wrong interpretation especially when communication is ineffective within the school;

(d)   School climate depends highly on the type of leadership styles prevailing. This means that an effective leadership styles will promote a positive school climate and the opposite is true when leadership styles are ineffective. This implies that a perceived negative style will have a serious repercussion on the climate of the school;

(e) Teachers and pupils' performance are dependent on the kind of leadership styles exhibited by headteachers. This means performance from teachers and pupils will improve under perceived quality leadership. This is because morale is high under perceived quality leadership than where leadership is perceived to be poor;

(f) Teachers have low opportunities to train and develop themselves. There are no mechanisms put in place for staff development. Thus extra training in the areas such as ICT is normally undertaken by the teachers themselves. This does not augur well for a nation that is yearning for quality basic education;

(g) Headteachers tend associate themselves with teachers who seem to be line in their ways to the extent that jobs are assigned to these teachers with little consideration with regard to their knowledge and competency. This creates a negative atmosphere thus affecting performance.

Leadership has been seen to have influence on the type of school climate that exist in most of the basic schools in the Ahafo-Ano North district. Headteachers as leaders of basic schools play active roles that strong influence on the performance of their staff, pupils and effective functioning of the school as a whole. Indeed the objectives of establishing a relationship between leadership styles employed by headteachers and the school climate have been met.

Recommendations

Since it has been established that leadership styles have implications on the school climate, it is recommended that:

(1) Efforts should be made by the Ghana Education Service (GES) to increase the number of women who hold the positions as headteachers. Since female teachers even outnumber that of male teachers within the district, most of the females teachers should be empowered if possible to enable them hold that position as headteachers;

(2) Headteachers as leaders should be able to study the behavior of their teaching staff so as to know how to deal with them. This means that headteachers should be flexible in exercising leadership within the school environment;

(3) Effective monitoring should be done by the GES on the type of leadership styles prevailing in basic schools. This will help vary these leadership styles if possible so as to improve the school climate;

(4) An avenue should be created by the Ministry of Education and the GES to enable both the teachers and the headteachers to be trained and develop themselves. This can be done through organization of regular workshops to train teachers in the areas of ICT training, guidance and counseling and other areas that can add value to the teachers. Besides more rooms should be created to pave way for teachers to pursue degrees at various fields;

(5) Headteachers should create an avenue where both the teaching staff and the pupils can channel their grievances. This can be done through the introduction and the use of effective suggestion box system. This will help identify the needs and problems of both staff and the pupils as a whole;

(6) There should be an atmosphere devoid of favoritism and nepotism. This means teachers should be allowed to operate freely based on their competence and the level of their knowledge. This creates a positive climate where the best can be derived from the teachers thereby improving performance; and

(7) Regular training workshops should be organised by both the GES and MoE for headteachers in basic schools to equip them with the basic skills of leadership.

This will improve their basic understanding of leadership as well sharpen their skills thereby creating a positive climate where performance will be enhanced.

Area for Further Studies

The study should be replicated in private basic schools to find out whether the same results would be as realize.

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APPENDICES

APPENDIX A

University of Cape Coast

INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Questionnaire for Headteachers

The purpose of this questionnaire is to obtain information relevant to my research title: Investigating the relationship between Leadership Styles of Basic School Headteachers and school climate. The information provided will be used purely for my academic research, and will be treated anonymously and privately. So I humbly request you to provide the information requested as candidly as possible.

Section A

Biographic Data

Please tick (√) or fill in as appropriate

1.   Sex: Male [   ]   Female[   ]
2.   Qualification: Cert 'A' [   ]   Diploma [   ] Post Diploma [   ]   Degree [ ]
3.   Leadership experience: 1-5yrs [   ]   6-10yrs [   ]   11-15yrs [   ]   16-20 yrs[   ] 20yrs and above[   ]

SECTION B

Different kinds of leadership style practiced by headteachers in basic schools

Indicate the extent of your agreement or disagreement with the following statement on 1-5 scale: 1-Strongly disagree (SD), 2-Disagree (D), 3-Undecided (U), 4-Agree (A), 5-Strongly agree (SA).

Different kinds of leadership styles practiced by headteachers in basic schools	SD	D	U	A	SA
4. Headteachers listen to the views and concerns of teachers and students.					
5. Headteachers exhibit frequent absence and lack of involvement during serious school activities.					
6. Headteachers do not accept the views of teachers and students.					
7. Headteachers reward satisfactory performance and attend to mistakes of their subordinates.					
8. Headteachers personalities influence the decisions of staff and students.					
9. Headteachers assign responsibilities to teachers based on competence, knowledge and skills.					

10. Others please specify……………………………………………………………..

SECTION C

Types of School Climate

Indicate the extent of your agreement or disagreement with the following

statement on 1-5 scale: 1-Strongly disagree (SD), 2-Disagree (D), 3-Undecided

(U), 4-Agree (A), 5-Strongly agree (SA).

Types of school climate	SD	D	U	A	SA
11. Friendly interaction exists between headteachers, teachers, pupils and parents.					
12. Teachers are given freedom to operate in the school.					
13. Teachers are forced to work hard with little room for social life					
14. A friendly atmosphere devoid of task accomplishment exist in school					
15. An atmosphere of a hardworking headteacher with no effect on the staff					
16. An atmosphere devoid of commitment, considerate and frustration					

17. Others please specify………………………………………………………

SECTION D

Leadership style responsible for school climate

Indicate the extent of your agreement or disagreement with the following statement on 1-5 scale: 1-Strongly disagree (SD), 2-Disagree (D), 3-Undecided (U), 4-Agree (A), 5-Strongly agree (SA).

How leadership style affect school climate	SD	D	U	A	SA
18. Disengaging teachers from school administration					
19. Authoritarian and controlling nature of headteacher					
20. Social distance between headteachers and teachers					
21. Parents empowerment and involvement in school administration					
23. Giving consideration to teachers on matters affecting them					
24. Headteachers motivational attitude towards teachers					

25. Others please specify…………………………………………………………

SECTION E

Implications of leadership styles on school climate

Indicate the extent of your agreement or disagreement with the following statement on 1-5 scale: 1-Strongly disagree (SD), 2-Disagree (D), 3-Undecided (U), 4-Agree (A), 5-Strongly agree (SA).

Implications of leadership styles on school climate	SD	D	U	A	SA
26. Affects students performance					
27. Affects teachers performance					
28. Affects the image of the study					
29. Affects enrollment of a school					
30. Affects the psychological needs of teachers					

31. Others please specify…………………………………………………

SECTION F

Roles headteachers play to improve school Climate

Indicate the extent of your agreement or disagreement with the following statement on 1-5 scale: 1-Strongly disagree (SD), 2-Disagree (D), 3-Undecided (U), 4-Agree (A), 5-Strongly agree (SA).

Roles headteachers play to improve school climate	SD	D	U	A	SA
32. Giving motivation to teachers and other staff members					
33. Providing feedback to teachers on their performance					
34. Effective evaluation of teachers performance					
35. Initiating and supporting staff development and training in schools					
36. Encouraging and instilling the spirit of teamwork among staff					

37. Others please specify…………………………………………………………

APPENDIX B

University of Cape Coast

INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Questionnaires for Teachers

The purpose of this questionnaire is to obtain information relevant to my research title: Investigating the relationship between Leadership Styles of Basic School Headteachers and school climate. The information provided will be used purely for my academic research, and will be treated anonymously and privately. So I humbly request you to provide the information requested as candidly as possible.

SECTION A

Biographic Data

Please tick (√) or fill in as appropriate

1.   Sex: Male [   ]   Female[   ]

2.   Qualification: Cert 'A' [   ] Diploma [   ] Post Diploma [   ] Degree [   ]

3.   Teaching experience: 1-5yrs [   ] 6-10yrs [   ] 11-15yrs [   ] 16-20 yrs[   ] 20yrs and above[   ]

SECTION B

Different kinds of leadership styles practiced by headteachers

Indicate the extent of your agreement or disagreement with the following statement on 1-5 scale: 1-Strongly disagree (SD), 2-Disagree (D), 3-Undecided (U), 4-Agree (A), 5-Strongly agree (SA).

Different kinds of leadership styles practiced by headteachers in basic schools	SD	D	U	A	SA
5. Headteachers listen to the views and concerns of teachers and students					
6. Headteachers foresees the future and plan towards it					
7. Headteachers fails to take responsibility for the management					
8. Headteachers examines new perspectives for solving problems, complete task and focus on development.					
9. Teachers are rewarded for satisfactory performance					
10. Teachers and students are not allowed to share their views on matters affecting them					

11. Others please specify……………………………………………………...

SECTION C

Types of School Climate

Indicate the extent of your agreement or disagreement with the following statement on 1-5 scale: 1-Strongly disagree (SD), 2-Disagree (D), 3-Undecided (U), 4-Agree (A), 5-Strongly agree (SA).

Types of school climate	SD	D	U	A	SA
12. Friendly interaction exists between headteachers, teachers, pupils and parents.					
13. Teachers are given freedom to operate in the school.					
14. Teachers are forced to work hard with little room for social life					
15. A friendly atmosphere devoid of task accomplishment exist in school					
16. An atmosphere of a hardworking headteacher with no effect on the staff					
17. An atmosphere devoid of commitment, considerate and frustration					

18. Others please specify……………………………………………………

Leadership style responsible for school Climate

Indicate the extent of your agreement or disagreement with the following

statement on 1-5 scale: 1-Strongly disagree (SD), 2-Disagree (D), 3-Undecided

(U), 4-Agree (A), 5-Strongly agree (SA).

How leadership style affect school climate	SD	D	U	A	SA
19. Disengaging teachers from school administration					
20. Authoritarian and controlling nature of headteacher					
21. Parents empowerment and involvement in school administration					
22. Students involvement in school administration					
23. Giving consideration to teachers on matters affecting them					
24. Headteachers motivational attitude towards teachers					

25. Others please specify…………………………………………………..

SECTION E

Implications of leadership styles on school climate

Indicate the extent of your agreement or disagreement with the following statement on 1-5 scale: 1-Strongly disagree (SD), 2-Disagree (D), 3-Undecided (U), 4-Agree (A), 5-Strongly agree (SA).

Implications of leadership styles on school climate	SD	D	U	A	SA
26. Affects students performance					
27. Affects teachers performance					
28. Affects the image of the study					
29. Affects enrollment of a school					
30. Affects the psychological needs of teachers					

31. Others please specify…………………………………………………………

SECTION F

Roles headteachers play to improve school climate

Indicate the extent of your agreement or disagreement with the following statement on 1-5 scale: 1-Strongly disagree (SD), 2-Disagree (D), 3-Undecided (U), 4-Agree (A), 5-Strongly agree (SA).

Roles headteachers play to improve school climate	SD	D	U	A	SA
32. Giving motivation to teachers and other staff members					
33. Providing feedback to teachers on their performance					
34. Effective evaluation of teachers performance					
35. Initiating and supporting staff development and training in schools					
36. Encouraging and instilling the spirit of teamwork among staff					

37. Others please specify…………………………………………………