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HEAD TEACHERS' PERCEPTION OF THE INFLUENCE OF THEIR ROLE BEHAVIOURS ON STUDENTS ACADEMIC PERFORMANCE IN THE BEREKUM MUNICIPALITY

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ABSTRACT: *The study focused on the head teachers' perception of the influence of their role behaviours on students' academic performance in the Berekum Municipality. The study dwelled on three (3) research questions and one (1) hypothesis. It adopted the descriptive survey design with the quantitative approach in answering the formulated research questions and testing of the hypothesis. A sample of 140 head teachers and assistant head teachers out of a population of 144 head teachers and assistants head teachers was used. A questionnaire developed by the researchers with a reliability coefficient of 0.71 was used in the data collection. The study revealed that head teachers' role behaviours towards functions as head teachers were unsatisfactory. On ways to improve upon the role behaviours of head teachers, they indicated that, adherence to their roles and teamwork among school staff would ensure a smooth operation of teaching and learning which would lead to improved students' performance. It is recommended that teachers should hold scheduled meeting to discuss their role behaviour of head teachers and the effects.*

KEYWORDS: Role behaviour, Head Teacher, Academic Performance and Students

INTRODUCTION

Educational institutions have no value without students. With no doubts, students are the most essential part of any educational endeavour (Mushtaq & Nawaz-Khan, 2012). The social and economic development of every country is thought to be directly linked with students' academic performance. Ali et. al, (as cited in Mushtaq & Nawaz-Khan, 2012) indicated that, students' performance (academic achievement) plays an uncontested role in producing the best quality of people who will become great leaders to fill the manpower capacity for countries to champion the country's economic and social development. It is appropriate to believe that the success of students in academia is not a sole responsibility of the student but a combination of other related factors that include school managers and their management strategies towards the institutional success.

It is believed that many people wonder why public school performances are always the talk of the day. This usually brings about more questions that may be lacking immediate answers. Nyagosia (2011) in a study indicate that one question that has been inattentive to researchers for decades is why some public schools constantly perform poorly in examination as against the privately owned schools that operate under the same education umbrella (Education Ministry). This contemplative issue seems to be a general canker as it is observable in Ghana when it comes to basic education. Many people seem to hold the view that public basic schools' poor performance is as a result of the fact that their students may come from poor homes and their parents could not afford them what is needed to perform well academically (Diaz, 2003). Diaz (as cited in Amuzu, Ankalibazuk, & Abdulai, 2017) further indicated that intellectual

ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety contribute to educational performance. However, Watson (1930) ever stated that “Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I will guarantee to take any one at random and train him to become any type of specialist I might select as doctor, lawyer, artist, merchant-chief, and, yes, even beggar man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors. I am going beyond my facts and I admit it, but so have the advocates of the contrary and they have been doing it for many thousands of years” (Watson, 1930, p. 82). So if this assertion holds, then, irrespective of the background of the child teachers can still make students who they want them to be, that is all things being equal.

Daggett (2005) was of the view that public schools can make a difference, even if their student body comprised of students whose families had disadvantaged socio-economic backgrounds. Studies conducted to ascertain factors that influence students’ performance are usually skewed to students and their family related factors at the expense of role behaviour of head teachers or school managers or school management factors. In Trinidad and Tobago for instance, Mlambo (2011) reported that chronic high failure rates had warranted a surge of studies intentioned to unravel the reasons for sub-optimal academic performance and the sample for the study was basically students and their family backgrounds. Presumably, it is undeniably clear that students’ academic performance is very critical and the reason for many concerns raised around the length and breadth of the world. It is important to note that getting an all-round information about factors responsible for students’ academic success or performance as well as factors impeding students’ performance is no mean task but a half-way remedy to the situation of students’ poor performance. According to Morgan (2001), information on students’ success and failure factors provide both academic and support staff with data to assist with intervention where necessary. It is noted therefore that, the need to identify the factors including role behaviour of management of public schools and avail them to students and teachers is likely to improve student performance (Nyagosia, 2011). Killen, Marais and Loedoiff (2003) indicated that the provision of an effective educational programme relies partly on the providers and receivers of that programme being adequately aware of the factors that are likely to influence the success and failure of students in that programme.

According to Verspoor (2006), among the factors that determine students’ performance, classroom factors (time, grouping procedures, and instructional strategies), school factors (leadership and management, emphasis on academic achievement and staff development), system factors (vision, standards, resources, relevant curriculum, incentives) and community factors (home environment, support for education) are the most relevant critical components to educational success and failure. The Association for the Development of Education in Africa (ADEA, 2006) noted that, these quality-affecting factors improvement in educational quality and better learning achievements of students in Sub-Saharan Africa will ultimately be determined in classrooms by motivated teachers under proper school management, who have the skills and resources to respond effectively to students’ learning needs. ADEA (2006) continued that, effective schools are schools that create a supportive environment for teachers and for classrooms where all students have the opportunity to learn and acquire the knowledge, skills and the attitudes specified in the academic curriculum.

Again, at instances where performance of functions among school managers is brought to the limelight, there seem to be a concern for head teachers, gender, qualification and experience.

Education is regarded as an indispensable part when it comes to human resource development. The success in educational examination by students bring hope for the future while failure in the educational examinations spell doom for the students whose life become uncertain and compounded with the feeling of hopelessness. Academic performance or success of students determines whether they would proceed on the academic ladder or not.

According to Rautiola (2009), public schools around the world are expected to prepare students academically so they can compete on a global level, as well as be held accountable by legislative instruments in many countries but this seems not to be the case in the Berekum Municipality (District League Table, 2016). It is observable that performance of students attending public basic schools in Berekum Municipality seem to be dwindling with fluctuations while that of the private basic schools are comparatively remarkable (District League Table, 2016). Although both public and private schools operate under the Ghana Education Service, there seem to be differences in terms of performance year-in and year-out. To some extent, resource wise, the public schools are well endowed with better teachers than the private ones yet the private ones perform better than the public ones at the basic level examination every year. The poor performance observed yearly has debilitating influence on the future of the affected students' which may not be known until later in life.

According to Nyagosia (2011), a student's life is determined by academic performance in the national examinations and this is the reason why most school managers and administrators are compelled to improve the grades attained by students in Sub-Saharan Africa. It is not surprising to note that Government in collaboration with other stakeholders including school managers, administrators and teachers are pushed by pressure to improve upon students' performance. This move has led to schools coming up with various performance improvement strategies including extra classes, reward systems for well performing students and punishment in a form of repetition for poor performing students. Although these interventions are laudable in their face value, it appears they lack empirical prove because causal factors have not been established by any research and the available research works are skewed and concentrate on students and family backgrounds. I therefore doubt if those are the only factors contributing to low performance of students in the Berekum Municipality. Hence, my interest in looking into head teachers' perception of their management functions and role behaviours and their influence on students' academic performance. Head teachers with respect to this study represent the head teachers and their assistants as they are equally influential.

Research Questions

1. What are the role behaviours of head teachers in the operation of public schools in Berekum Municipality?
2. What is the influence of role behaviours of head teachers on students' performance in Berekum Municipality?
3. How can the role behaviours of head teachers be improved in Berekum Municipality?

Research Hypothesis

1. **H0:** There will be no statistically significant difference in role behaviour of head teachers' behaviour due to their gender.

H1: There will be statistically significant difference in role behaviour of head teachers' behaviour due to their gender.

LITERATURE REVIEW

Concept of Role Behaviour

According to Hertzberg (1986), the concept of role is to provide a key to understand the ways in which a person's behavior and identity are related to the culture to which he belongs and accordingly, roles provide the most important of the links between sociology and social psychology. The term role can be defined as an expected mode of behaviour. There are three types of roles (i) the expected role, (ii) the perceived role and (iii) the actual role. The expected role is what other people expect from an individual. The perceived role is how the individual thinks he or she should behave to fulfil the expected role and the actual role (role behaviour) is the way the person actually behaves in the organization (Essays, UK, 2013).

Role behaviour of leaders in institution is critical to policy makers as this may have a reflection on the performance of such institutions. Having this in mind, role theorists attempt to explain the interactions between individuals in organizations by focusing on the roles they play and role behaviour is believed to be influenced by role expectations for appropriate behaviour in that position, and changes in role behavior occur through an iterative process of role sending and role receiving (Thompson, 2001). The concept of role behaviour is based on sociocultural and anthropological investigations, which pertain to the way people are influenced in their behaviours by the variety of social positions they hold and the expectations that accompany those positions (Barker, 1999).

Further, role is a prescribed or expected behaviour associated with a particular position or status in a group or a school. A school head is the expected to show patterns of behaviours and responsibilities associated with a headship position within a school. A school head that is in charge of a school has a lot of responsibilities to accomplish. For example, developing strategic vision and direction of the school development, management of staff, students and finances, supervision of the implementation of school curriculum and developing the relationship with the wider community (Business Dictionary, 2013).

On top of that, recent research findings such as Meador (2013) show that a good school head is the one who always lead by example, is positive, enthusiastic, has high energy, initiative, tolerance for ambiguity, sense of humour, analytical ability, and common sense and have a hand in the day to day activities of the school, and listen to what their constituents are saying. An effective leader is available to teachers, staff members, parents, students, and community members. Good leaders stay calm in difficult situations, thinks before they act, and puts the needs of the school before themselves. An effective leader steps up to fill in gaps as needed, even if it is not part of their daily routine.

Role Behaviours of Head Teachers in the Operation of Public Schools

In practicing as the head of any educational institution, there is the need that managers or leaders of such educational institutions put on certain attitudes combining with strategies in order to succeed or the vice-versa. Leadership in basic schools is not far from this as head teachers per their job specification need to make sure success is chalked at the end of every academic year. The success is evident in the performance of students, whether good or bad.

According to Bill (2006), successful role behaviours depicted by school heads include proper planning, organization, staffing, leading and controlling factors to improve upon students as a core objective of every educational set up. Bill (as cited in Ghias & Ahmed, 2012) reported that planning is an integral part of a sound decision making. It involves choosing a course of action that every enterprise and department is to follow. By planning school heads consider what to do, when to do, how to do, and who is to do it. This is noted to bridge the gap between the present position of the school and where such school would want to reach in terms of students' success with respect to performance. The factor planning under consideration needs lot of innovation from school leaders who are futuristic, and would be able to visualise and shape the future in his or her mind.

Bill (as cited in Ghias & Ahmed, 2012) reiterated that organising is equally part of school management as it involves creating an intentional structure of role for teachers and other staff in the school to fill. According to Ghias and Ahmed (2012), organizing by school heads in schools is intentional in the sense of making sure that all the tasks necessary to accomplish school goals are assigned to staff who can perform the task better to improve performance of students'. The purpose of organisational structure is to help in creating an environment for human's performance as well as a tool for managing and not an end itself.

According to Ghias and Ahmed (2012), the purpose of staffing in schools is to ensure that all the positions in the school are filled with suitable persons; and to keep them filled in case of any vacancy or shortage. It determines the duties to be performed by each person, then devices a method to search for those who possess the competencies and traits to fulfill them. Through staffing the newly trained educational professionals are guided in realising the objectives of the school. This therefore brings to the understanding that if staffing is not done properly by head teachers in schools, there is the possibility that set objectives cannot be accomplished or achieved.

Leading is influencing people so that they will strive willingly and enthusiastically towards the achievement of organization and group goals. It has to do with the predominantly inter personnel aspects of managing. All managers would agree that their most important problems arise from people, their desires and attitudes, their behavior as individuals and in groups and the need for effective manager also to be effective leaders. Since leadership implies followership and people tend to follow these in whom they see a means of satisfying their own needs, wishes and desires. It is understandable that leading involves motivation, leadership styles, approaches and communication.

The role behaviours of school heads as controlling is the measuring and correcting of activities of subordinates to ensure that events conform to plan, shows where negative deviations exists and by putting in innovative action to correct deviation, helps ensure accomplishment of plans. Although planning must precede controlling, plans are not self-achieving. The plan guides

managers in the use of resources to accomplish specific goals. They then check the activities to determine whether they conform to planned action (Ghias & Ahmed, 2012).

According to Fayol (2004), Fayol considered elements of management, that is planning, organizing, commanding and controlling as its functions. All the managerial work has to be organized in the framework of his functions. All the new ideas or techniques would readily fall in one of these classifications. Therefore, the primary functions of management are planning, organizing, staffing and controlling.

Influence of Role Behaviours of Head Teachers on Students Performance

There is no doubt that the role behaviours of school heads have a role to play in the success of the schools they supervise or lead. School heads are the direct leaders of their respective schools so running of the school in no mean words is the prerogative right of the school head. In that sense, it is not bad or wrong to say performance of students in schools are partly controlled by school heads because they ensure staff work to bring out the best in the students they teach. School heads function in multiple ways but with sole aim of improving performance among students so that they can fill in the developmental loop holes of their nations or countries.

According to Singh, Malik and Singh (2016), in any educational institution students are most important treasury and schools have no value without students. According to Ali et al. (as cited in Mushtaq & Nawaz-Khan, 2012), the economic and social development of every country is directly associated with academic performance of students. The reason being that students' academic performance plays a vital role in creating the finest quality workforce who will become leaders and solve manpower issues of these countries.

According to Hijazi and Naqvi (2008), measuring of academic performance of students is challenging since student performance is product of socio-economic, psychological, environmental and school management factors. Elias and Schwab (2006) reported that school managers working through class teachers play a major role in the mental and socio-emotional development of students by giving them the opportunity to learn. This is noted to be possible when teachers in making effective classroom management sets the stage for this learning and when deprived of it, classrooms are termed to be unsystematic and disordered and very little academic learning can happen to improve performance in this situation (Hijazi & Naqvi, 2008).

According to Hijazi and Naqvi (2008), findings of various studies have shown that school heads play a key role in shaping effective education by ensuring effective classroom management in schools because it is a requirement for effective education. It is prudent as it can go a long way to help teachers in education to develop ways to effectively manage their classrooms and to identify interventions that have the potential to prevent classroom management difficulties so that performance can be improved at the end.

Marzano (2003) in blending 35 years of research on effective schools found out that schools that are poorly managed and with ineffective teachers caused by management role behaviours are likely that students achievement will decrease as compared to those that are holistically managed with highly supervised teaching staff. Jones and Jones (2012) reiterated that effective teaching and learning with improved performance cannot take place in poorly managed schools.

Effective school management strategies support and facilitate effective teaching and learning in such schools because they are mostly established on the standard of establishing a positive

school environment encompassing effective teacher-student relationships (Wubbels, Brekelmans, Van Tartwijk, & Admiraal, 1999).

It is possible to believe that schools where management do not take into consideration of guiding teachers and students may be doing more bad to their roles than good. Kochhar (2000) in a study reported that proper guidance is necessary to help the teachers as well as students with problems like lack of correlation between talent and achievement, faulty study practice, imperfect methods of learning.

According to Singh, Malik and Singh (2016), Studies have demonstrated that the performance of the students depended upon several factors like, guidance from school managers, learning facilities, age and gender differences. Magati, Bosire and Ogeta (2015) in Kenya among students asked whether the poor school role behaviour of head teachers influenced the academic performance, 61% of the students agreed while 23% of the disagreed with 16% of the students uncertain. In that same study by Magati, Bosire and Ogeta (2015), 56% of the teachers agreed that role behaviour of head teachers can cause a lot of harm on students and teachers if such behaviours are negative and inconsistent. Abagi (1997a) concluded that good management style with good role behaviour is a key factor that influences the academic performance. The study was then concluded on the fact that majority of the students and teachers within Borabu District in Kenya were dissatisfied with their school management and according to them, this greatly affects the academic performance of students (Magati, Bosire & Ogeta, 2015).

Improving Role Behaviours of Head Teachers towards Improved Students' Academic Performance

In as much as the roles and role behaviours of teachers cannot be disregarded as a function of school and students, it is relevant therefore that ways and measures are developed to improve upon role behaviours they can go a long way to improve performance. Role behaviours of head teachers can be improved through many ways like teamwork with staff and students. According to Wanyama (2012), head teachers who employ teamwork as a working strategy is bound to obtain a high academic achievement. It is therefore realized that, the performance of a school is appraised against the performance of the head teacher.

According to Maina (2010), the head teacher is the most important person in a school setting. As the chief executive of a school, he/she is charged with the responsibility of managing the day to day affairs of the institution, and ensuring that all members of the school community are moving in the right direction. A prime task of school heads is to exercise leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision (Maina, 2010).

Sullivan and Glanz (2000) have proposed that head teachers should adopt school progress as its fulcrum. This means that the head teacher, in making school-related decisions, should always have school improvement in mind by engaging others within the school to offer their expertise in areas of administration they may be good at.

According to Maina (2010), making school improvement as the focal point as a head teacher ensures that the job of the head is pedagogically and educationally grounded, and tied directly to the core business of schooling. It therefore requires heads teachers to have a solid knowledge of the learning process and of the conditions under which students learn in the school setting.

Glanz (as cited in Maina, 2010) touted that head teachers should place premium on knowledge about educational change and school improvement. Simplistically, head teachers should emphasize the role behaviour of themselves, as knowledge managers with respect to the core business of the school, namely teaching and learning, in a context of change and the ongoing imperative for improvement (Glanz, 2000). This implies that head teachers are at the centre of school improvement, and if they fail in this task then the entire school fails (Maina, 2010).

According to Hill (2006), a key role of the head teacher is to ensure that each of the elements that contribute to improved student learning outcomes is present, working effectively and in alignment with all other elements. This means that the head teacher is thus, as it were, the chief architect of the school, the one who has the overview of systems, processes and resources and how they combine to produce intended student learning outcomes.

Maina (2010) was also on the view that head teachers who are able to articulate the significance of all key elements, to justify their design and configuration, and to be in a position to make judgments regarding the operational effectiveness of each element and of the total impact of all of the elements as they function in combination with one another, then they are in the right cause of school improvement. In a rebuttal by Hill (2006), when outcomes are not being realized, or when evidence accumulates that particular elements are not working effectively, the head is responsible for ensuring that the redesign work is carried out. This could mean minor readjustments but, in cases of endemic failure to reach required standards, is more likely to involve transforming the whole ecology of the school in order to obtain the desired results.

Lezotte (2001) after a series of studies, came up with seven correlates of effective schools, that is, strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn/time on task.

Gender and Role Behaviour of Head Teachers

According to Cassidy (n d), gender differences play a major role in the workplace. Nowhere is this more evident than in the disparate numbers of women and men in key leadership positions in many organizations and institutions. According to the most recent catalyst census women continue to be underrepresented in top leadership positions. Catalyst is a nonprofit research and advisory organization working to build inclusive environments and expand opportunities for women at work (Cassidy, n d). A similar view can be drawn to leadership perceptions and functions by Alimo-Metcalf (1995), states that identifying the criteria for leadership positions from groups of senior managers, all or most of whom were males and tagged as being good in executing functions than their female counterparts. The results of the Catalyst survey also validated the claims of women that their voices often go unheard or ignored. If women in top positions within an organization are not being listened to by their male colleagues, there is little chance that women in lower positions will be listened to at all.

Regardless of legislative efforts to increase the number of women in key leadership positions and in other typically male-oriented positions through practices such as Affirmative Action, the situation is not improving quickly enough or powerfully enough to significantly narrow the gender gap in these positions. In fact, it might be said that token positions that are the result of such efforts as Affirmative Action might actually be doing more harm than good in some circumstances. Placing women in positions for which they are not necessarily adequately

prepared and not providing them with the necessary support, coaching or mentoring to survive tends to support the view that women should not hold such positions (Cassidy, n d).

It is noted that gender differences force women to accept and demonstrate behaviors typically attributed to men whether it is their inherent style or not and whether it is in the best interests of the organization or not. When women do enter leadership positions, they often behave as their male counterparts. Alternatively, the expected differences in male and female behavior might provide a different type of leadership behavior in women if they resist the urge to merge and do not adopt the behaviors of their male counterparts.

According to Eagly and Johannesen-Schmidt (1990) report, female leaders' effort to accommodate their behaviour to the sometimes conflicting demands of the female gender and their leader role can foster leadership styles that differ from those of men. Gender roles thus have different implications for the behavior of female and male leaders, not only because the female and male roles have different content, but also because there is often inconsistency between the predominantly communal qualities (kind, sympathetic, interpersonally sensitive) that perceivers associate with women and the predominantly agentic qualities (aggressive, ambitious, self-confident) that they believe are required to succeed as a leader.

METHODOLOGY

Research Design

The study employed a descriptive survey design. Burns and Grove (2003) defined a research design as the blueprint for conducting a study with maximum control over factors that may interfere with the credibility of the findings while Amedahe (2002) asserts that descriptive survey allows for accurate description of activities, objects, processes and persons. As a study, it sought to find out head teachers role behaviours influencing students' performance in the Berekum Municipality of the Brong-Ahafo Region of Ghana. The design being descriptive survey, the study was built on the quantitative approach base on the fact that results discussed were presented numerically.

Population

The population for the study was all head teachers and their assistants with a total population of 144 in the Berekum Municipality of Brong-Ahafo Region of Ghana. The focus of study was about the perception of head teachers and this served as basis for the choice of the population. Burns and Grove (2003) described population as all the elements that meet the criteria for inclusion in a study.

Sampling Procedure

The sample size for the study was 144 respondents. This was made up of all the head teachers and their assistants in all the eight (8) educational circuits of the Berekum Municipality. Polit (2001) defined a sample as a proportion or a subset of the target population that serves as true representative of the target population. The sample size was a replication of the population, based on census survey. The entire head teachers and their assistants were used because the population was not very large to demand rigorous sampling techniques. According to U.N. (2008), census is the procedure of systematically acquiring and recording information about all

the members of a given population. According to Umar (2013), census sampling method refers to the complete enumeration of a universe and may be a place, a group of people or a specific locality through which data is collected. This method is indispensable in some cases like this due to the population but very hefty in some other cases because it is believed to be costly and time consuming (Umar, 2013).

Data Collection Instrument

The instrument used in collecting data for the study was a close-ended type questionnaire developed by the researchers. The use of this type instrument was based on the fact that it offers researchers the opportunity to easily perform analysis on data collected. According to Pierce (2009), a research instrument is a questionnaire, test, scale, rating, or tool designed to measure the variable, characteristic, or information of interest, often a behavioural or psychological characteristic. According to Dudovskiy (2017), a questionnaire is a tool for data gathering in a research that consists of a set of questions in a different form of question type that is used to collect information from the respondents for the purpose of either survey or statistical analysis study. The questionnaire comprised four sections with a total of thirty items.

Validity of the Instrument

To ensure the accuracy of the construct, the developed questionnaire was evaluated by my supervisors. The face validity of the instrument was determined by the senior academics at the Department of Education and Psychology in the University of Cape Coast after construction to make sure it carries what it is supposed to measure.

Reliability of the Instrument

The questionnaire was pre-tested among forty (40) head teachers in some selected schools in the Dormaa District in the Brong-Ahafo Region, to test for its reliability as in internal consistency. This was done to ensure there were no ambiguity in the questionnaire items. The pre-test reliability coefficient was 0.76 and the post-test reliability coefficient was 0.71 which was made possible using the Cronbach Alpha. According to McLeod (2007), reliability refers the consistency of a study or measuring test. Ritter (2010), Cronbach Alpha values ranging from 0 to 1.00 in the positive direction are trusted to indicate high level of consistency and acceptable.

Data Collection Procedure

The researchers presented a letter from the Faculty of Educational Foundation of the University of Cape Coast to serve as permission documents with regards to the study to the Berekum Municipal Education Directorate. The municipal directorate also gave authority note to the researcher be given to the various school head teachers in the Berekum Municipal Circuit to allow the researchers carry out the study. The researchers used one months to administer the questionnaire.

Data Processing and Analysis

The data was analyzed meaningfully following the appropriate protocols by categorizing and coding. The Statistical Product for Service Solution (SPSS) version 23.0 was used in analyzing the data. The study being a descriptive, the use of descriptive and inferential statistics in

presenting the results were considered. Research questions 1 to 3 data were analysed using means and standard deviations while hypothesis 1 was tested using independent samples *t*-test.

RESULTS/DISCUSSION

The purpose of the study was to investigate role behaviours of school heads and its influence on academic performance among Junior High School Students in the Berekum Municipality. The analysis and interpretation of data were carried out based on the results of the research hypotheses and a research question set for the study. The analysis was based on the 97% return rate data obtained from 140 respondents (head teachers and assistant head teachers) used in the study. The data were analysed using inferential statistics (Between group One-way Analysis of Variance and Independent Sample *t*-test) and descriptive statistics (means, standard deviations, frequencies and percentages). The first part of this chapter describes the demographic characteristics of the respondents which were analysed using frequencies and percentages. In the second part, the research findings are presented based on the research question and hypotheses formulated for the study.

Respondents' Demographic Information

This section relates to the background information of the head teachers and their assistants who responded to the questionnaire. Demographic variable for the study was gender, and demographic data was analysed using frequencies and percentages. Table 1 presents the results:

Table 1 is about demographic variable gender, and the results are shown below:

Table 1: Demographic Characteristics (Gender)

Variables	Subscale	Freq.	Percent %
Gender	Male	79	54.8
	Female	61	42.4

Source: Field Data (2018)

n=140

The study considered demographic characteristics as part of the study and data was collected and analysed based on the variables under consideration. Table presents the results which shows that in terms of the variable gender variable, male respondents were the majority with 54.8% as against female respondents of 42.4%.

Research Question One: What is the head teachers' perception of their role behaviours in the operation of public schools in Berekum Municipality?

The question sought to find out from the respondents their role behaviours towards management functions. In analyzing data from the research question, items 1 to 10 on the instrument were used. A test value of 2.50 ($(1+2+3+4=10/4)$) was used to serve as the average mean score. Table 2 presents the findings:

Table 2: Analysis of Role Behaviours of Head Teachers in the Operation of Public Schools in Berekum Municipality

SN	Statements	Test Value=2.50	
		Mean	Std.D
1	Head teachers find it difficult to supervise their teachers for effective academic work.	2.33	.178
2	Head teachers find it difficult to plan and execute their duties as school leaders because they think the work does not belong to them.	2.83	.378
3	Head teachers neglect their duties as leaders of their respective schools.	1.63	.381
4	Head teachers become power drunk and hardly recognize the value of staff.	2.64	.285
5	Head teachers find it difficult to involve their staff as they lead as school heads or managers	1.94	.281
6	Head teachers lack knowledge for planning effective school system.	3.13	.185
7	Head teachers find it difficult to do proper staffing although it is part of their duties as school leaders.	2.14	.281
8	Head teachers find it difficult to control or put in measures to correct situations in their schools.	2.64	.399
9	Head teachers trample on the liberties and intellectual development of their staff.	2.38	.217
10	Head teachers find it difficult to understand their roles.	2.63	.385

Source: Field Data (2018)

n=140

In the quest of accomplishing the purpose of the study, the researcher assessed the role behaviour of head teachers in the operation of public schools in Berekum Municipality. Reasoning from the analysis, the results give reasons to believe that to a large extent, the role behaviours of head teachers is poor in the operation of public schools in the Berekum Municipality.

The evidence was quite clear after most of the items analysis produced a mean of means less than the text value ($M < 2.50$, $n = 140$). However, a critical look at the Table confirms that some the role behaviours or activities of the head teachers is quite convincing to help promote the operation of public schools. For instance, the assertion that heads teachers are not quiet tactical in doing staffing although it is part of their duties as school leaders (mean=2.14, $SD = .281$, $M < 2.50$, $n = 140$). Again, it was evident head teachers do not trample on the liberties and intellectual development of their staff (mean=2.38, $SD = .217$, $M < 2.50$, $n = 140$).

With regards to some of the poor role behaviours of the head teachers that could negatively influence the operation of public schools showed that most head teachers actions do not promote the effective operations and leadership of their school. For example, on the issue of head teachers becoming power drunk and hardly recognize the value of staff, the results indicate that slightly most head teachers in the Berekum Municipality become power drunk

and hardly recognize the value of staff and this negatively influence the operation of public schools (mean=2.64, SD=.285, M>2.50, n=140).

Further, in assessing the knowledge of head teachers, the results confirmed that some head teachers do lack the knowledge for planning effective school system (mean=3.13, SD=.185, M>2.50, n=140). The results on the proper staffing was not different, in that most of the head teachers disagreed that they do not adopt adequate and proper staffing although it is part of their duties as school leaders (mean=2.14, SD=.281, M<2.50, n=140). Supplementary analysis show that head teachers do not know how to control or put in measures to correct situations in their schools (mean=2.64, SD=.399, M>2.50, n=140). Again, head teachers are not able to plan and execute their duties as school leaders because they think the work does not belong to them (mean=2.83, SD=.378, M>2.50, n=140).

The results suggest that even though, head teachers in the Berekum Municipality adopt some effective measures or behaviours in the quest of operation their schools however, it was quite clear that most of the head in the Berekum Municipality put up some undesirable attitudes and behaviours that do not promote effective operation their schools and could probably lead to poor school management system and eventually affect students' performance.

Research Question Two: What is the influence of role behaviours of head teachers on students' performance in the Berekum Municipality?

The research question sought to explore how head teachers' role behaviour affects students' performance. In analyzing data this question, items 11 to 20 on the question were used. A test value of 2.50 (1+2+3+4=10/4) was used to serve as the average mean score. Table 3 presents the results:

Table 3: Analysis of influence of Role Behaviours of Head Teachers on Students' Performance in the Berekum Municipality

SN	Statements	Test Value=2.50	
		Mean	Std.D
11	The role behaviour of head teachers can cause a decline in the school performance.	3.77	.402
12	The role behaviour of head teachers can cause a decline in teaching staff effectiveness.	3.58	.495
13	The role behaviour of head teachers can bring about laziness among staff and students.	3.78	.412
14	The role behaviour of head teachers can create factions among staff when favour is given to those that share similar views with them.	3.63	.486
15	The role behaviour of head teachers can serve as breeding grounds for indiscipline and immorality in schools.	3.83	.380
16	The role behaviour of head teachers can bring about dissatisfaction among teachers and students where this may affect general school performance.	3.40	.492

17	The role behaviour of head teachers can bring about apathy in schools as teachers may be present but fail or refuse to execute to their mandatory duties.	3.50	.481
18	The role behaviour of head teachers can lead to students drop out because their performance.	3.70	.471
19	The role behaviour of head teachers can lead to disorderliness as teachers and students may feel that what they think is good for them than following the protocols involved.	3.60	.491
20	The role behaviour of head teachers in the long run can make schooling unattractive to a potential teachers and students.	3.58	.496
Grand Mean/Std.D		36.58	4.54

Source: Field Data, (2018) n=140

Table 3 gives evidence to the analysis on the effects of role behaviours of head teachers on students' performance in Berekum Municipality. From Table 3, the computed average mean (MM=3.63, SD=.454, n=140) which is greater than the test value of 2.50 gives strong indication that role behaviours of head teachers really have significant impact on the students' performance in Berekum Municipality.

For example, most of the head teachers gave ample evidence that their role behaviours can cause a decline in the school performance (mean=3.77, SD=.402, $M > 2.50$, n=140). Apart from the above, the heads further indicated that their role behaviours can cause a decline in teaching staff effectiveness (mean=3.58, SD=.495, $M > 2.50$, n=140).

On the issue of lateness, the results further show that the role behaviours of head teachers can bring about laziness among staff and students (mean=3.78, SD=.412, $M > 2.50$, n=140). That notwithstanding the above, the head shared similar view that the role behaviours of head teachers can create factions among staff when favour is given to those that share similar views with them (mean=3.63, SD=.486, $M > 2.50$, n=140).

The heads in their further responses to the questionnaire frankly specified that the role behaviour of head teachers can bring about dissatisfaction among teachers and students where this may affect general school performance (mean=3.40, SD=.492, $M > 2.50$, n=140). The responses on the role behaviours of head teachers can bring about apathy in schools as teachers may be present but fail or refuse to execute to their mandatory duties was also an effect factor (mean=3.50, SD=.491, $M > 2.50$, n=140).

In finding out whether the role behaviours of head teachers can lead to students drop out because their performance, the result was in line with previous statements (mean=3.70, SD=.471, $M > 2.50$, n=140). The results further show that the role behaviours of head teachers can lead to disorderliness as teachers and students may feel that what they think is good for them than following the protocols involved (mean=3.60, SD=.491, $M > 2.50$, n=140). Finally, the heads wholly confirmed that role behaviours of head teachers in the long run can make schooling unattractive to a potential teachers and students (mean=3.58, SD=.496, $M > 2.50$, n=140).

It is therefore undeniably clear that majority of the respondents (head teachers) with a grand mean of 36.58 above grand criterion mean of 25.0 agreed that their role behaviours towards head teachers' roles can negatively bring about poor performance among students in school.

Research Question Three: How can role behaviours of head teachers be improved towards an improved students' academic performance in Berekum Municipality?

The question sought to investigate the ways head teachers' roles behaviours and management functions can be improved. In analyzing data from the research question, items 21 to 30 on the instrument were used. A test value of 2.50 (1+2+3+4=10/4) was used to serve as the average mean score. The responses were rank-ordered in ascending order. Table 4 presents the findings:

Table 4: Analysis of the ways to improve Role Behaviours of Head Teachers towards an improved Students' Academic Performance

SN	Statements	Test Value=2.50		
		Mean	Std.D	Rank
21	Head teachers need to set overall school goals with the teachers and motivate them towards attainment of the set goals	3.64	.482	1 st
22	Head teachers need to involve teachers to decide on best strategies to improve teaching and learning	3.58	.496	2 nd
23	Head teachers need to build teamwork among teachers to ensure they support one another	3.56	.498	3 rd
24	Head teachers need to make following-ups to ensure that teachers are working towards realization of their performance goals	3.55	.401	4 th
25	Head teachers need to be holding staff appraisal meetings to discuss strengths, weaknesses and opportunities for academic improvement	3.42	.496	5 th
26	Head teachers need to ensure teachers set achievable and realistic academic performance goals for their subjects	3.40	.491	6 th
27	Head teachers need to supervise teachers to ensure they complete the syllabus on time	3.39	.489	7 th
28	Head teachers need to make sure teachers keep updated professional documents (schemes of work, lesson plans and records of work)	3.37	.488	8 th
29	Head teachers need to provide all the teaching and learning resources	3.23	.418	9 th
30	Head teachers need to be holding regular staff meetings to discuss academic progress	3.22	.417	10 th
Grand Mean/Std.D		34.30	4.67	

Source: Field Data (2018)

n=140

The last research question sought to find out ways that role behaviours of head teachers towards roles of head teachers can be improved towards an improved students' academic performance in Berekum Municipality. The results on the analysis are presented in Table 4. The results show that generally, heads teachers' role behaviours can play a significant role in the quest of

improving the academic performance of students in Berekum Municipality through the all the suggested ways in improving the role behaviours of head teachers towards their roles. This was evident after the results produced a grand mean of 34.30 above criterion mean of 25.0.

However, after ranking the responses, the results show that the way in improving role behaviours differ in magnitude. For instant, even though all the statements produced a mean greater than the test value (2.50), the first strategy was that Head teachers need to set overall school goals with the teachers and motivate them towards attainment of the set goals (mean=3.64, SD=.482, $M > 2.50$, $n=140$). This was followed by the fact that head teachers need to involve teachers to decide on best strategies to improve teaching and learning (mean=3.58, SD=.496, $M > 2.50$, $n=140$).

The assertion that head teachers need to build teamwork among teachers to ensure they support one another recorded the third highest (mean=3.56, SD=.498, $M > 2.50$, $n=140$). The fourth item was the idea that Head teachers need to make following-ups to ensure that teachers are working towards realization of their performance goals (mean=3.55, SD=.401, $M > 2.50$, $n=140$).

The least factors were that head teachers need to supervise teachers to ensure they complete the syllabus on time (mean=3.39, SD=.489, $M > 2.50$, $n=140$), Head teachers need to make sure teachers keep updated professional documents (schemes of work, lesson plans and records of work) (mean=3.37, SD=.488, $M > 2.50$, $n=140$), Head teachers need to provide all the teaching and learning resources (mean=3.23, SD=.418, $M > 2.50$, $n=140$), head teachers need to be holding regular staff meetings to discuss academic progress (mean=3.22, SD=.417, $M > 2.50$, $n=140$).

Research Hypothesis One: There will be no statistically significant difference in role behaviour of head teachers behaviour due to their gender.

One of the objective of the study was to determine the differences in gender with respect to role behaviours of the head teachers in operating public schools. To achieve this, independent sample t-test was deemed appropriate for the analysis. The results are presented in Table 5.

Table 5: Results of t-test Comparing Gender Difference on Role Behaviours of Head Teachers

Gender	Mean	SD	t-value	Df	Sig-Value
Male	14.55	2.543	-14.88	138	.000 ($p < 0.05$)
Female	19.47	1.503			

Source: Field Data, (2018)

$n=140$

Table 5 presents t-test comparing gender difference on role behaviours of head teachers. From Table 5, the means and standard deviation gives indication that female head teachers (mean=19.47, SD=1.503) have more negative (unable to execute roles) role behaviours towards roles of head teachers than male head teachers (mean=14.55, SD=2.543). In estimating the t and p -value from the table, the results show that there was a statistically significant difference between males and females in role behaviours towards management functions and. That is ($t(138) = -14.88$, $p = .000$, $p < 0.05$, $n=140$, 2-tailed). In this sense, the null hypothesis set "There will be no statistically significant difference between male and female managers in terms of role behaviours" was rejected.

DISCUSSION

Role Behaviours of Head Teachers

The motivation to find out the role behaviours of head teachers in managing public schools revealed sound but disappointing findings that head teachers becoming power drunk and hardly recognize the value of staff, lack the knowledge for planning effective school system, head teachers do not know how to control or put in measures to correct situations in their schools as well as head teachers not been able to plan and execute their duties as school leaders because they think the work does not belong to them. The revelation defeats the core duties of head teachers as such attitudes have nothing but negative consequences and against the smooth and proper management of various schools manned by the head teachers. The findings are not far from the assertion by Marzano (2003) that schools that are poorly managed and with ineffective teachers caused by management role behaviours are likely that students achievement will decrease as compared to those that are holistically managed with highly supervised teaching staff. The findings reinvigorate Jones and Jones (2012) notion that effective teaching and learning with improved performance cannot take place in poorly managed schools and effective school management strategies support and facilitate effective teaching and learning in such schools because they are mostly established on the standard of establishing a positive school environment encompassing effective teacher-student relationships (Wubbels, Brekelmans, Van Tartwijk, &Admiraal, 1999).

Influence of Role Behaviour on Students' Performance

On the aspect of effects of head teachers' role behaviour on students' performance, the study revealed that indeed, the behaviour depicted by head teachers towards their roles in managing school can go against students' performance as the agreed grand mean of 36.58 above criterion mean of 25.0. the revelation seems not to be different from Marzano (2003) assertion in a study blending 35 years of research on effective schools found out that schools that are poorly managed and with ineffective teachers caused by management role behaviours are likely that students achievement will decrease as compared to those that are holistically managed with highly supervised teaching staff.

The assertion that role behaviours of head teachers in managing can serve as breeding grounds for indiscipline and immorality in schools with a mean of 3.83 above the criterion mean of 2.50. This is possible because schools where management do not take into consideration of guiding teachers and students through disciplinary measures may be doing more bad to their roles than good and it defeats Kochhar (2000) study results that indicated guidance is necessary to help the teachers as well as students with problems like lack of correlation between talent and achievement, faulty study practice, imperfect methods of learning.

The opinion offered that head teachers role behaviour can lead to their role behaviour can cause a decline in teaching staff effectiveness as well as create factions among staff when favour is given to those that share similar views with the head teachers against divergent viewpoints. Any educational institution that is characterized with uncertainties and irregularities are likely not to yield results and defeats the basic purpose of education. In this regard school heads are paramount making sure objectives set are achieved and this supports Hijazi and Naqvi (2008) study findings that school heads play a key role in shaping effective education by ensuring effective classroom management in schools because it is a requirement for effective education.

Improving Role Behaviours of Head Teachers

The study revealed on the dimension of improving head teachers' role behaviours toward students' performance and majority of the respondents agreed with a grand mean of 34.30 above the criterion of 25.0. On rank of ten (10) it was revealed that majority of the respondents with a mean score of 3.64 above a criterion mean score of 2.50 agreed that for head teachers' role behaviour to get improved, it is prudent that head teachers in conjunction with teachers set the overall school goals with their teachers and motivate them so that the set goals can be attained. The findings are in tandem with Hill (2006) view that key role of the head teacher is to ensure that each of the elements that contribute to improved student learning outcomes is present, working effectively and in alignment with all other elements. In this sense, ranging from structural through students to teaching staff are the elements that need to be considered in the management of school, as these combine effectively to make sure objectives set are adequately or comprehensively met. Again, the finding was not different from Sullivan and Glanz (2000) assertion that head teachers should adopt school progress as its fulcrum. This means that the head teacher, in making school-related decisions, should always have school improvement in mind by engaging others within the school to offer their expertise in areas of administration they may be good at. This is about teamwork and engaging those head teachers work with for the purpose of school management is laudable.

Again, it was agreed upon by a considerable number of the respondents that head teachers role behaviours can be improved through involving teachers to decide on best strategies to improve teaching and learning as well as building teamwork among teachers to ensure they support one another and this is in concert with the notion that role behaviours of head teachers can be improved through teamwork with staff and students and head teachers who employ teamwork as a working strategy is bound to obtain a high academic achievement (Wanyama, 2012). It can therefore be said based on the findings that head teachers who adhere to the suggestive ways in improving their role behaviours stand the chance to observe or record improved school performance in terms of academics.

The supposition that role behaviours of head teachers is gender related revealed that female head teachers have more negative role behaviours (unable to execute roles) than male head teachers.

IMPLICATION TO RESEARCH AND PRACTICE

Deducing from the study findings based on the conclusions gathered the following recommendations can be put forward:

The researcher recommends that head teachers should be monitored by stakeholders and asked to strictly go by what is expected of them as head teachers. This will allow them to live the talk as in knowing their roles only but consequently living or practicing their roles towards improved students and school performance.

The researcher recommends also that performance measures should be set for head teachers so that they can be queried should such measures/standards not met. The institution of performance measures and their consequential sanctions would go a long way to put head teachers in order for them to adhere to their functions as head teachers so that their role behaviours could be improved towards improved students and school performance. The

sanctions could relief non-performing head teachers from duty, as well as demotion to other ranks within the teaching fraternity. The singular act of this would put head teachers on their toes as they work cohesively with stakeholders within the schools they manage.

The researcher recommends further that head teachers should be exposed to frequent refresher courses or in-service training so that they can be abreast with trends in educational leadership and management. This would give them the opportunity to learn to go by their roles and functions as head teachers and would in turn help improve students and school performance.

The researcher recommends again that the selection or appointment of head teachers should not only be based on qualification and experience but include foresight and vision of the potential head teachers. It is common in Ghanaian basic education leadership and management fraternity that head teachers are mostly appointed based on academic qualifications and long service of candidates and this need to be looked at. A paradigm shift from the traditional system to the contemporary would go a long way to redefine the leadership terrain in as much as the education and educational leadership is concerned in Ghana.

The researcher recommends that teachers should also be given the opportunity to appraise their head teachers in terms of their role behaviour. School management should meet head teachers from time to time preferably on regular basis to discuss the wellbeing of the school on how to create favourable school climate.

CONCLUSIONS

It can be said that head teachers are knowledgeable and aware of what is required of them as leaders of the schools they head, however, their role behaviours were poor as they are not able to execute the roles of the positions they occupy. This might be as a result of head teachers conceiving thoughts that their roles are not all that important thereby requiring them to strictly go by every instruction that is outlined purposely for the position.

The role behaviours depicted by head teachers in the Berekum Municipality has the potential to reduce students' performance as head teachers may not be able to tackle issues that are pertinent to holistic school progression and improved performance. It is therefore not surprising that statistics on performance in the B.E.C.E. for some time now have been lowering in the Berekum Municipality.

FURTHER RESEARCH

On the basis of the study findings, conclusions derived from the findings and recommendations offered, I therefore suggest the following areas for research works: I suggest that further study be conducted on the views of students about role behaviours of head teachers towards functions of head teachers so that their position can be known. Again, I suggest that a study be conducted on the opinion of teachers and non-teaching staff concerning head teachers' role behaviours towards functions of head teachers so that their side of the story can be revealed. Lastly, I suggest that a study be conducted on the views of community members as stakeholders of schools concerning head teachers' management of schools and its intended effects on school and students' performance.

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