Role of Head Teachers in Ensuring Sound Climate

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Abstract

The school climate is outlined in literature as one of the most important within school factors required for effective teaching in learning. As leaders in any organisations are assigned the role of ensuring sound climates for work, head teachers also have the task of creating and maintaining an environment conducive for effective academic work within their institutions. Although it is debated that positive school climate will lead to positive academic very little studies have been conducted on how the school leaders can influence the school climate needed improved child performance. The current study seeks to evaluate head teachers' role in ensuring a sound school climate and also examine how the role of head teachers in ensuring a sound school climate will influence school climate conditions. An exploratory mixed design approach was employed. Items of the survey questionnaire were based on questions form the both Inventory of School Climate (ISC) and the NSCC scale for school climate. The qualitative phase involved interviews with 40 head teachers and the second quantitative phase involved collation of primary data from 110 schools randomly selected from 513 Senior High schools across five regions in Ghana. Participants during survey included a student and teacher from each of the selected schools. Data obtained during survey was coded and entered into a SPSS 21 statistical software and subsequently analyses using both descriptive and inferential methods were conducted. It was found that the all five roles of head teachers significantly influences school climate items. Recommendations were made based on the finding of the study.

1. Introduction

Ghana is a lower-middle-income country in Sub-Saharan Africa. GDP per capita (current US$) is $1,570, and average annual growth from 2001 to 2011 was 4%, although growth in 2011 reached over 14%. In order to sustain its impressive growth and further its goals of poverty reduction, Ghana recognizes the need to improve access to quality Pre-tertiary education. Ghana has made significant progress in primary school enrollment, which has risen from 61% in 2002 to 84% in 2011 (net enrollment rates). The abolition of school fees, and the introduction of capitation grants in the 2005-2006 school years, was among the initiatives that helped to facilitate enrollment gains. Additionally, secondary school enrollment reached 58% in 2011, while tertiary enrollment was 12% (gross enrollment rates).

Ghana's commitment to providing quality pre-tertiary education for all, as prescribed by the Education Act 2008 (Act 778) and other international development frameworks such as the Millennium Development Goals (MDGs) and Education for All (EFA)-Fast Track Initiative (FTI) has witnessed relative progress on several fronts. Over the last few years, there has been substantial budgetary and financial commitment by government and donors towards the attainment of universal access to pre-tertiary education and ensuring the provision of quality education as evidenced by the increase in education expenditure from 5.3% in 2008 to 6.1% in 2011, after the rebasing of the GDP in 2010 (MoE, 2012). These increases in educational expenditure has no doubt contributed to the rise in Gross Enrollment Ratio at the primary level from 83.3 in 2004/05 when the capitation grant/school fee abolition program was introduced to 96.5% in 2011/12 (MoE, 2012), making Ghana one of the few developing countries that are likely to meet the MDGs 2 on achieving Universal Primary Education by 2015.

Although these reforms have resulted increased enrollments and improved infrastructure in the SHS, they have not translated into the attainment of quality education for which they are targeted (Gyamfi & Pobbi 2016). Records have shown no improvements in academic performance in WASSCE examination over the past decade. The average score for Mathematics was 467 in 2003, and Ghana scored 276; the average score for Science was 470, Ghana scored 255, the national average score was 500 in 2007 and Ghana scored 309 (MOESS, 2008). Ankomah Y. et al (2005) added that despite all these huge financial interventions, and expenditures, the quality of pre-tertiary education leaves much to be desired.

Performance of student especially at the basic education level for the past few years have been reported to be on the decline. Researchers in their quest to finding out the causes of the dwindling fortunes of the standard of education, only identified areas in the economy such as: the general state of the economy, poor infrastructure, inadequate equipment and the disparate location of some of the schools, and the unwillingness of most teacher trainees to accept postings to the most deprived areas as the causes of the problem (Dankwa, 1997), quality of teachers, student-teacher ratio, and efficiency of supervision, emphasis on rote learning, outdated curricula, shortages of textbooks and other materials as well as output indicators in the learning environment as the measures of quality education (Ghana ESP, 2000-2020).

These studies conducted so far, in Ghana, have failed to identify the positive and significant impact the school climate can have on the performances of students. Elsewhere DuFour and Eaker (1998) posited that the reform efforts of the last 30 years have failed to improve student achievement in schools because they failed to adequately address the importance of the culture and climate of schools. Sarason (1996) also added that structural changes made to improve schools without addressing the culture and organizational health of schools have predictably not been successful. School climate is very important toward learning process in every school and will be necessary to consider to bring the expected transformation in academic performances.

Leithwood (2000) referred to school principals as 'change agents' and that their role in the management of school culture and learning impacts on the school through transformation of the school culture. Other researchers such as Hoy et al. (1990), Hallinger and Heck (1998) & Leithwood *et al.* (2004) posited the school principal directly influences the culture and climate. According to Hoy et al. (1990) that studies have shown that schools that promote appropriate leadership and collegiality provide a climate more conducive to student success and achievement.

Researchers such as Rosalind et al. (2003) and Witziers et al. (2002) have questioned these claims as they stated that that majority of research on School leadership is qualitative and thus cannot rigorously establish a relational pupil attainment. Xie (2008) further argued that although relationships between teacher leadership and varied related factors have already been investigated, the number of studies focusing on the relationships between teacher leadership and school climate is quite limited.

A focus on the role of the school principal toward managing school climate in the senior high schools is therefore significant towards studies in educational management and toward filling of the gaps observed in educational reforms in the country. The current study seeks to evaluate head teachers' role in ensuring a sound school climate and also explain how the role of head teachers in ensuring a sound school climate will translate into a conducive school climate for improved academic work.

2. Statement of the Problem

Over the last few years, there has been substantial budgetary and financial commitment by government of Ghana and donors towards the attainment of universal access to pre-tertiary education and ensuring the provision of quality education as evidenced by the increase in education expenditure from 5.3% in 2008 to 6.1% in 2011, after the rebasing of the GDP in 2010 (MoE, 2012). Although these reforms have contributed to the rise in Gross Enrollment Ratio at the primary level from 83.3% in 2004 to 96.5% in 2011 (MoE, 2012), they have not translated into the attainment of quality education for which they are targeted (Gyamfi & Pobbi, 2016). Performance of student especially at the basic education level for the past few years have been reported to be on the decline. It is on record that the average score for Mathematics was 467 in 2003, and Ghana scored 276; the average score for Science was 470, Ghana scored 255, the national average score was 500 in 2007 and Ghana scored 309 (MOESS, 2008).

Researchers in their quest to finding out the causes of the dwindling fortunes of the standard of education, only identified areas in the economy such as: the general state of the economy, poor infrastructure, inadequate equipment and the disparate location of some of the schools, and the unwillingness of most teacher trainees to accept postings to the most deprived areas as the causes of the problem (Dankwa, 1997), quality of teachers, student-teacher ratio, and efficiency of supervision, emphasis on rote learning, outdated curricula, shortages of textbooks and other materials as well as output indicators in the learning environment as the measures of quality education (Ghana ESP, 2000-2020).

These studies conducted so far in Ghana, although relevant, have failed to identify the impact that an improved school culture climate can have on the performances of students. Sarason (1996) rightly argued that any structural changes made to improve schools without addressing the culture and organizational health of schools have predictably not been successful. DuFour and Eaker (1998) in support of this argument posited that the reform efforts of the last 30 years have failed to improve student achievement in schools because they failed to adequately address the importance of the culture and climate of schools. School climate is very important toward learning process in every school and will be necessary to consider to bring the expected transformation in academic performances.

According to Hoy and Tarter (1997), Schools that lack conducive climates also lack an effective leadership. As a result teachers nor students are academically motivated in poor schools and academic achievement is not highly valued. Healthy schools that promote high academic standards, appropriate leadership and collegiality provide a climate more conducive to student success and achievement (Hoy *et al*. 1990). Though it is known that the school leader transforms the school culture or climate the question remains on how this can be done. This study is thus guide by the prior question: in what ways can the head teacher influence the school climate in order to most effectively encourage and increase student achievement? A focus on the role of the school principal toward managing school climate in the senior high schools will be significant towards filling of the gaps observed in educational reforms.

3. Research Objective

The General Objective of the research is to contribute to the general body of knowledge and research work in the area of school management as it seeks to identity the relationship of the various roles of head teachers and the conducive atmosphere for academic work. More specifically, the paper seeks to:

• Evaluate the head teacher role in ensuring sound climate for academic work in schools.
• Assess School Climate conditions within Senior High Schools.
• Investigate the influence of the head teacher role in ensuring school climate on the school climate conditions required for improved performances

4. Review of Relevant Literature

4.1 Organizational culture and climate have been described as overlapping concepts by theorists (Miner 1995). Often the climate is viewed as behaviour, while culture is seen as comprising the values and norms of the school or organization (Hoy, 1990, Heck and Marcoulides 1996). Hoy and Feldman (1999) explained climate as having fewer abstractions than culture (more descriptive and less symbolic) and concluded that climate presents fewer problems in terms of empirical measurement hence climate is the preferred construct when measuring the organizational health of a school. Hoy and Feldman however stated that even though there exist a real conceptual distance between culture (shared norms) and climate (shared perceptions) this difference is small (Hoy and Feldman 1999). The view is also supported by McDougall and Beattie (1998) as they stated culture and climate are related. The relationship between culture and climate was supported by Schein (1985, 1996) when he stated that norms, values, rituals and climate are all manifestations of culture.

4.2 The role of the head teacher in ensuring a sound school climate for academic work

Freiberg and Stein (1999) in their study posited that school climate as the heart and soul of the school and the essence of the school that draws teachers and students to love the school and to identify themselves with it. The view was further emphasized by Wang *et al.* (1997), in a meta-analysis study performed. They found that school culture and climate were among the highest influential factors which affect improved student achievement. Their study also found that state and local policies, school organization and student demographics exerted the least influence on student learning (Angus J. et. al., 2009).

Deal & Peterson, (1999) posits that …the roles of school heads influence every part of the educational setting and create an environment for the exchange of social and professional ideas. Without appropriate leadership the school culture\climate will be negatively affected. Hoy et al. (1990) clearly mentioned that studies have shown that schools that promote appropriate leadership and collegiality provide a climate more conducive to student success and achievement.

Leaders create change and redirect the culture of the organization toward improved measurable outcomes. Coleman (2004) described the situation in an urban; high-poverty community surrounded by public housing as creating change involved changing the image and practices of the organization. First, the organization became a data-driven entity. Data were collected examining time management, engagement of students, and state assessments. The second change was the restoration of law and order. The school implemented strict guidelines regarding tardiness, absences, and instructional delivery. The school, and more importantly the head teacher, planned all activities together to ensure maximum educational delivery and standards-base instruction. The results from state-based assessments showed improvement from 14% to 57% across core subjects including mathematics and language arts. Writing assessment rose from 40% in 2001 to 100% in 2004. Leadership can redirect culture, as culture influences the outcomes of the organization.

Lashway, (2001) study explained that the role of the school leader has changed from that of a manager or facilitator to instructional leader or lead teacher. An instructional leader unlike the traditional school leader focuses on instruction program and the positive climate which is believed to transform into an institutional success. Murphy and Hallinger's (1985) in their model of Instructional Leadership explained that the key role of instructional leaders in three dimensions: Defining the school mission, managing the instructional program, and promoting a positive school-learning climate. The role of the head teacher with regards to *promoting a positive school-learning climate*, they defined that principals have five functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, and providing incentives for learning.

Weber's (1996) later reviewed the instructional leader model by Murphy and Hallinger's (1985). In the review he stressed on the need for instructional leadership regardless of the school's organizational structure. The model extended Murphy and Hallinger's (1985) Model of Instructional Leadership by outlining five essential roles of instructional leadership based on his review of the literature. These included: defining the school's mission, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction, and assessing the instructional program. According to Weber (1996) the instructional leader promotes a positive learning climate by communicating goals, establishing expectations, and establishing

and orderly learning environment.

4.3 Measuring School Climate

Brand et at., (2003) also posited that Management of School and classroom climate dimensions have been assessed with view of some overarching conceptual dimensions: highlight the importance of four key dimensions in the assessment of school climate. These are: Support for Teaching and Learning, Safety, Relationships and the external environment.

School and classroom climate dimensions for decades now have been assessed through structured inventories that ask participants to indicate the extent to which they agree or disagree with specific statements about the social environment. Scale scores are computed by summing or averaging responses to the items that comprise a dimension. The notion of school memories as dichotomous that is either good or bad has led to the perception or classification of school climate as being one-dimensional. In a study by Trickett and Moos (1973), an influential conceptual framework was proposed, suggested that classroom climate assessment should rather address three overarching conceptual dimensions: Relationships, Personal Growth or Goal Orientation, and System Maintenance and Change. These assessment dimensions were upgraded later by other researchers who in addition developed several assessment instruments which could be used to assess school and classroom climate dimensions. Standard instruments include the Environment Inventory (EI) (Fraser, Anderson, & Walberg, 1982) for secondary level classrooms, Inventory of School Climate (ISC) (Brand, Felner, Shim, Seitsinger, & Dumas, 2003), National School Climate Center (NSCC) scale. Studies afore mentioned highlight the importance of four key dimensions in the assessment of school climate. These are: Teaching and Learning, Safety, Relationships and the external environment. A revised version of the NSCC scale adapted in the study to assess the school climate latent construct. Revision of items was to allow items reflect the population of study and this was done based on information gathered during interviews with experts and the pilot study.

5. Research Methods and Design

Due to the dual purpose of the study a sequential exploratory mixed design strategy as described by Creswell, (2005) was found to be appropriate for the study. The qualitative phase involved collation of primary data during semi-structured interviews with 40 headteachers. The second quantitative phase involved collation of primary data with two reliable survey questionnaires, the student's questionnaire and the teachers questionnaire, from 110 schools randomly selected from 513 schools across the nation. Reliability of both interview guide and survey questionnaire were ensured by the researcher. Items of the survey questionnaire were based on questions form the both Inventory of School Climate (ISC) (Brand, Felner, Shim, Seitsinger, & Dumas, 2003), and the NSCC scale for school climate. These instrument are known to be valid and standard instrument to assess the school climate condition towards improved school performances.

Sampling of respondents in this study employed the use of multi-stage sampling techniques involving; a purposeful sampling of Five (5) Regions including: Ashanti, Greater Accra, Central, Northern, and Eastern, followed by simple random selection of 22 schools from each Region. Out of a hundred and ten questionnaires distributed 107 were returned during the survey. Students from the selected schools expressed their level of agreement with modified items of the NSS school climate instrument. This was done using a five point Likert scale ranging from 5 – strongly agree to 1 – strongly disagree. Summaries on measurement items for each construct will be presented in terms of the mean and standard deviation. The summary statistics on perceptions of participants during the survey on items are presented in Table 1. Data obtained during survey were coded and entered into a SPSS 21 where data was screened for missing responses, and subsequently analysed using both descriptive and inferential methods.

6. 0Findings and Discussions
6.1: Qualitative Results

The section discusses the analysis of data obtained during interview in the qualitative phase of study. The main data collection tool in this phase of study was the headteachers' Interview guide. Headteachers from 40 schools participated in the interview.

How will you describe the school climate with regards to academic work?

In response to the general climate question, most participants opined that school environment was conducive for academic work. This was evident by the fact that about 70% of responses attested that the general climate of school was conducive for studies

Critical analysis of responses also reveal some key underlying indicators head teacher used in measuring of the sound environment. These include: the Support for Learning, Interpersonal Relationships and classroom environment. The findings therefore outline some relevant indicators of school climate which will be further explored in quantitative analysis.

An outline of some responses provided by participants are presented below:

"Very Cordial, Good communication, everyone is involved in achieving the goals of the school" *[participant 1]*

Serene for teaching and learning, Work on school fence will complete soon [participant 7]

Students are allowed to express their views without fear, and authorities meet with SRC regularly. There is hence a collaborative school culture which is characterized by mutual support [participant 8]

Good and calm atmosphere for teaching and learning [Participant 9]

Very friendly, conducive for teaching and learning [Participant 12]

Cordial relationship between all entities in the school influences students' performance [Participant 28]

Cordial relationship between the teachers and students influences students' performance [Participant 29]

Very good climate which enhances teaching and learning for better performance [Participant 24]

There were however few who raised serious concerns with issues which affect the class room factors climate of the school. Some responses are as follows:

"Students absent themselves from class and that affects performance" [participant 4]

"Climate is not encouraging due to unavailability of teaching and learning materials and facilities" [participant 13]

"School is not fenced, students go in and out when they want not encouraging for performance improvement" [participant 33]

"Some teachers' behaviour towards teaching is not encouraging" [participant 40]

"Very conducive for learning and teaching, but lacks many facilities which are essential for student performance" [participant 10].

Are the Classrooms Conducive for Academic work

Next the study sought to investigate the classrooms climate especially for the final year students in class. Analysis of responses provided reveal that many most classrooms were also conducive for teaching and learning. This forms about 60% of entire responses (29 out of 48). Some of their comments are outlined as follows:

There are sufficient and spacious classroom for teaching and learning [participant 21]

"Yes, students are actively involved in class activities, since there are comfortable classrooms for them" [participant 29]

"Conducive for learning but not enough facilities for form one and two" [participant 33].

"Very good condition, classrooms well ventilated and good lightening system" [participant 28].

Yes, there are enough classrooms and furniture for each student [participant 36].

Yes, there is a conducive atmosphere, for teaching and learning [participant 38].

Analysis also revealed a rather disturbing number of participant who stated that conditions of the classrooms were very uncomfortable for academic work. This number (19) accounted for about 40% of all responses. Key among concerns raised was the issue of large class size or overcrowding in a class. Some of the responses provided are:

Not the best, school need more classrooms and furniture. Size of class is large and the rooms are very uncomfortable for studies [participant 4].

"Not enough classrooms to accommodate students, 1st year students have classes at the dining hall"[participants 18].

"Very bad, students don't feel uncomfortable' [participants 19].

"Students are crowded in the classroom" [participants 26].

"Classrooms are overcrowded and this hinders teaching. An 18 unit classroom block is under construction, this will solve our problem" [participants 27].

"The class size is very large up to 80 students"[participants 40].

6.2 Quantitaive Results

The section reports the results from statistical analysis of primary data garnered from both teachers and student during the survey. The main objective of the study is to empirically test the how the role of head teachers roles in managing school climate influences relevant school climate conditions relevant for improved student performances.

6.2.1: Evaluating Head teachers roles in ensuring Sound School Climate

As earlier discussed the role of the head teacher, like any other institutional leader, is to steer the affairs of the institution for achievement. The theme was developed to appraise the role of the head teacher in ensuring a conducive school climate towards school teaching and learning in Ghanaian Senior High Schools. The head teachers role in managing school climate was measured using five key responsibilities including *The head teacher is visible and approachable during school hours, head teacher allows for active participation of staff and students in school decisions, head teachers communicate school expectations, goals and needs with parents, head teacher ensures rules are enforced,* and *head teacher resolved problems with the lesson timetable and other*

conflict issues.

Participant included 107 teachers from selected schools observed during the survey. Teachers rated various issues, using a five point Likert scale ranging from 5 – strongly agree to 1 – strongly disagree. Summaries on measurement items for each construct will be presented in terms of the mean and standard deviation. Summaries for various items on three major roles are presented in table 1.

Table 1: Teacher perceptions on various roles of Head teacher in their School

		strongly disagree	disagree	neutral	agree	strongly agree
Conflict resolve	Count	0	4	6	59	38
	Column N %	0.00%	3.70%	5.60%	55.10%	35.50%
Allows for active participation of teachers and student	Count	0	13	19	52	23
	Column N %	0.00%	12.10%	17.80%	48.60%	21.50%
Communicate vision and needs with Parents	Count	1	21	18	48	19
	Column N %	0.90%	19.60%	16.80%	44.90%	17.80%
Enforces School rules	Count	1	12	17	47	29
	Column N %	0.90%	11.30%	16.00%	44.30%	27.40%
Visible and approachable	Count	1	7	21	44	34
	Column N %	0.90%	6.50%	19.60%	41.10%	31.80%

Source: Survey Data

Generally distributions of responses provided by teachers suggests that teachers agree that head teachers were active towards their roles in schools. The highest rated activity of the head teacher was observed for *head teachers Resolves conflict issues and other academic related problems.* This was evident in an estimated cumulative percentage 90.6% of teachers agreeing to the item.

The next highest rated activity of the head teacher was observed for *head teachers were visible and approachable during school hours. This was evident in an estimate percentage 72.9% of teacher agree to the item*. The finding suggest that teachers generally agreed that head teachers were usually present during school hours.

Similarly high ratings was observed for the item *head teacher ensures that rule are enforced*. This is evident in an estimated percentage of 71.7% in favour of the response agree and strongly agree.

Most Teachers also agreed the question *the head teachers allows for active participation of staff and students in school decisions.* This was evident in estimated percentages of 70.1%. The least rated head teacher item was for observed for *head teachers communicate school expectations, goals and needs with parents.* This was evident with an estimated cumulative percentage of 62.7% in favour of agree and strongly agree. The finding also suggest that although teachers generally agree that head teachers role there was still a sizable number of teacher who believe head teacher could improve upon their roles such as involving student teachers in school decisions and also communicating school goals and needs with parents.

These findings are also triangulated by head teacher's views during interviews as their responses tend to explain reasons for the teacher's views provided on the head teacher's roles. Most head teachers pointed out to the fact that there exist a conducive atmosphere largely characterized by cordial relationship among all persons within the school community. Some head teachers commented *"Students are allowed to express their views without fear, and authorities meet with SRC regularly [participant 8]"* and another stated that *"There is a very Cordial relationship and good flow of communication [participant 1]"*. The results thus suggest that the role of the head teacher in ensuring schools therefore could have a significant influence on the school climate towards improved performance.

6.2.2: Measuring School Climate Conditions

The aim of the current section is to measure the school climate conditions found to be relevant towards improved school performances. As mentioned in the methodology four key dimensions of school climate including; support for teaching and learning, safety, relationships and the external environment were assessed during the study using the student questionnaire. The ten items selected were based on selected items form the Inventory of School Climate (ISC) (Brand, Felner, Shim, Seitsinger, & Dumas, 2003), and the NSCC scale for school climate. Students from the 80 selected schools also expressed their level of agreement with modified items of the NSS school climate instrument. This was done using a five point Likert scale ranging from 5 – strongly agree to 1 – strongly disagree. Summaries on measurement items for each construct will be presented in terms of the mean

and standard deviation. The summary statistics on perceptions of participants during the survey on items are presented in Table 2.

Table 2: Student Rating on School Climate Conditions

N=107	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic
Teacher availability	1.00	5.00	3.7452	1.08211	-.974
Teacher encouragement	1.00	5.00	3.9252	.86549	-.922
Conflict resolution	1.00	5.00	4.2795	.68026	-.619
High expectations	1.00	5.00	3.8598	.88434	-.887
Peer encouragement	1.00	5.00	3.7635	.99578	-.906
Identity with school	1.00	5.00	3.8598	.93616	-1.261
Clean environment	1.00	5.00	3.6168	1.05191	-.860
Rules enforced	1.00	5.00	3.7009	1.20702	-.878
Physical Safety	1.00	5.00	4.0382	1.09822	-1.471
Safety from discrimination	1.00	5.00	3.5694	1.09959	-.288

Source: Survey data

Results in table 1 generally reveal high overall mean. This result is evident in the overall mean score of ratings of 3.84 for all statements that they responded to. The results suggest that Student agreed to the fact that conducive climate existed in their schools.

In specific consideration of student ratings on individual climate items, the highest rated item was observed for *conflict resolution* (mean = 4.28). The finding suggest that participants strongly agreed with the fact that head teachers and teachers are available to resolve conflict situations in school. The item was followed closely in rating by the item *physical Safety* which had an estimated mean rating of 4.04. The result similarly suggest that students were of the view that they were safe from physical harm within their schools. Similarly students agreed to the following items *that teacher were availability after school to assist them, that teacher encourage them, they have high expectations, their peers also encourage them there are clean environment in school and rules are enforced in the school.* These were also evident in estimated means of 3.75, 3.9252, 3.86, 3.76, 3.86, 3.62 and 3.70 respectively as shown in table 1. The lowest means where observed for *safety from discrimination* with an estimated mean of 3.5694

6.2.3 How does a Head teacher role influence the school climate/culture need for improved performance?

Although the head teacher has the responsibility of managing the affairs of the school toward expected goals, Adu-Yeboah (2007) argued that every school leaders' management functions operates within a given school environment, culture and with the available Teaching-Learning Resources to bring about improvement in students' academic performance. The role of the head teacher is thus expected to influence all various aspects of the school climate needed for improved performances. The section address the third research objective which seeks to investigate the influence of the head teacher role in ensuring school climate on the school climate conditions required for improved performances. Teachers from 110 selected schools rated five key activities of headteachers required to ensure conducive school climate (teachers' questionnaire in appendix). Students from each of these schools were also asked to the state of School Climate with regards to academic work, which was measured by ten items in the students' questionnaire (Appendix). Responses provided by Students were matched those from teachers of their schools. The relationship between these five variables (in teachers' questionnaire) and those of school climate (in the students' questionnaire) were investigated. A correlational study was then conducted to investigate how headteachers' roles influences the School Climate. The Pearson correlation analysis using the Spearman correlation test was conducted to test the formulated hypothesis:

Ha1: Various aspects of school climate are significant influenced by the role of the head teachers towards maintaining sound school climate.

 Results of the Pearson's correlation in presented in Table 3.

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Table 3 Spearman's correlations of teachers rating of headteacher roles and student perception on school climate

Headteacher Roles		Teacher available	Teacher encourage	Conflict resolution	High expectations	Peer encouragement	identity	Clean Environment	Rules enforced	Physical safety	Safety from discrimination
					School Climate Conditions						
Is Visible and approachable and during school hours	Correlation Coefficient	.181	.289**	.254**	.289**	.148	.150	.249**	.231*	.244*	.181
	Sig. (2-tailed)	.063	.003	.008	.002	.127	.124	.010	.016	.011	.063
Allows for active participation of staff and students in school decisions.	Correlation Coefficient	.046	.252**	.105	.464**	.201*	.175	-.014	.044	.129	.046
	Sig. (2-tailed)	.636	.009	.282	.000	.038	.072	.889	.655	.184	.636
Communication school expectations and goals with parents	Correlation Coefficient	.002	.236*	.126	.538**	.230*	.146	.040	.171	.197*	.002
	Sig. (2-tailed)	.981	.014	.197	.000	.017	.135	.684	.079	.042	.981
Ensures rules are enforced	Correlation Coefficient	.146	.301**	.350**	.237*	.119	.138	.371**	.481**	.431**	.146
	Sig. (2-tailed)	.136	.002	.000	.014	.225	.158	.000	.000	.000	.136
resolves problems with the lesson timetable and other conflict issues	Correlation Coefficient	-.010	.204*	.304**	.279**	.182	.120	.093	.171	.187	-.010
	Sig. (2-tailed)	.916	.035	.001	.004	.061	.220	.341	.078	.054	.916

Source: Author

Results from correlation analysis presented in table 3 shows that significant amount of relations exists among various the responses of teachers on the head teacher's roles to maintain conducive climate and the ratings of students for various school climate items.

With regards to first head teacher role, teacher ratings on *head teacher is visible and approachable and during school hours* was found to be significantly related to the following school climate items: *teacher encouragement(r = 0.289**, p value =.003), conflict resolution (r = 0.254**, p value =.008), high expectation (r = 289**, p value =.002), and clean environment (r = 0.249*, p value =.010), rules enforced(r = 231**, p value =.016)* . The result suggest that the presence of the head teacher during school hours is very necessary toward sustaining a sound climate for academic work as the variable tends to relate significantly with almost all school climate items.

With regards to the role of the head teacher in Allows for active participation of staff and students in school decisions., table … reveal that significant relationships exists between the teachers rating on the variable and the following variables*: teacher encouragement (r =0.252**, p value =.009, peer encouragement (r =0.201 **, p value =.038)and high expectations (r = 0.464**, p value =.000). Cooperation in any institution is needed for effective work. The positive correlation support the fact that when head teachers allow for participation of teacher and also students both teachers and student identify themselves with the vision of the school and consequently influences teacher activities towards encouraging students to perform better, positive peer influence and high expectations of students.* Head teachers *role in* Communicating school expectations and goals with parents was also found to have significant relationship with a number of school climate items. This was evident in significant correlations estimated for the afore mentioned role and the following school climate conditions: *high expectations (r = 538**, p value =.000), teacher encouragement (r = 236, p value =.014),* and *safety from discrimination (r =192, p value =.042).*

With regards to head teachers role in ensuring school rules are enforced, significant relationships were also found to exist between the teacher rating on the variable and the following school climate items: Clean environment *(r =371, p value =.000), conflict resolution (r =350**, p value =.000), high expectation (r =237, p value =.014) and safety from discrimination (r =0.431**, p value =.000).*

Finally results from Spearman Correlation analysis presented in table 3 also reveals that significant relationships exist head teacher's role in resolving conflicts and the following school climate variables: *Peer encouragement (r = 279, p value =.004), teacher encouragement(r = 0.204**, p value =.004).*

The findings imply the there is a strong association between the head teachers role in maintaining school climate and the students perception of a conducive school climate. The finding hence confirm the general hypothesis **Ha1:** The school climate is influenced by the role of the head teachers towards managing school culture.

Findings of this research are largely supported and confirmed by several theories including: The Human

Relations Theory propounded by Follet (1920); and Effective Leadership Model by Adair J. (1983), Bass (1985) transformational leadership theory, the Weber's (1996) Model of Instructional Leadership and Watson (2001). According to Adair (1983), tasks of a leader or manager is a shared responsibility. A School leader needs the unity and cooperation of all members within the school community and other stakeholders in other to achieve academic outcomes expected. Hanson (1991:142) also advises that organizations are neither open nor closed systems in an absolute sense. In every school set up the school head, as an administrator, must have cordial relationship with many identifiable bodies. Such relationship according Sheppard & Brown (2006) will establish strategies on how to utilize and manage the available resources. According to Weber's (1996) an instructional leader promotes a positive learning climate by communicating goals, establishing expectations, and establishing and orderly learning environment. The findings of the studies are in line with several other empirical studies such Sarason (1996), Hallinger and Heck (1998) and Leithwood et al. (2004). According to Leithwood et al. the school principal directly influences the culture and climate. Sarason 1996 argued that structural changes made to improve schools without addressing the culture and organizational health of schools have predictably not been successful.

The findings of the study lead to practical implications. Craig et al., (2005) &Reavis, et. al., (1999) stated that researchers and School administrators have reported that a focus on culture has increased student outcomes greatly and that culture is a common characteristic of high-performing schools. When headteachers are visible and approachable, communicate expectations and goals to all teachers and students, communicate expectations and progress to children to parents, ensure that school rules are enforced, and helps in the resolution of conflicts within the school environment then a conducive climate is created which will allow for improvement in learning and performances in school will follow. Conflict resolution is mentioned to be critical towards defining a sound school climate. Holt & DeVore, (2008) posited that conflict and violence exist in the schools both on small and large scales and this helps us to understand the crucial role of an effective conflict resolution. Researchers such as Holt & De Volre (2008), Rahim (2011). Benson (2006) have suggested that when conflicts are not properly managed within an institution these can regenerate into further conflicts which in tend reduces institutional productivity. The headteacher role in managing conflicts among all parties within the school community is thus crucial towards ensuring sound climate which is needed for teaching and learning within schools.

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