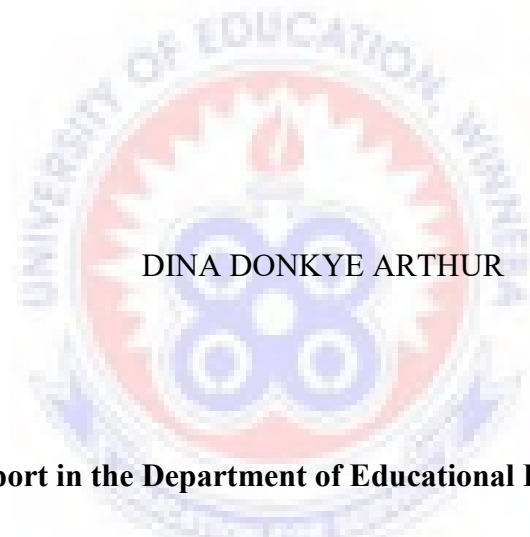


UNIVERSITY OF EDUCATION, WINNEBA

FACTORS CONTRIBUTING TO EFFECTIVE TEACHING AND LEARNING IN THE
PUBLIC SENIOR HIGH SCHOOLS IN BANTAMA SUB METRO IN KUMASI
METROPOLIS



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**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for award of the Master of Arts (Educational Leadership) degree**

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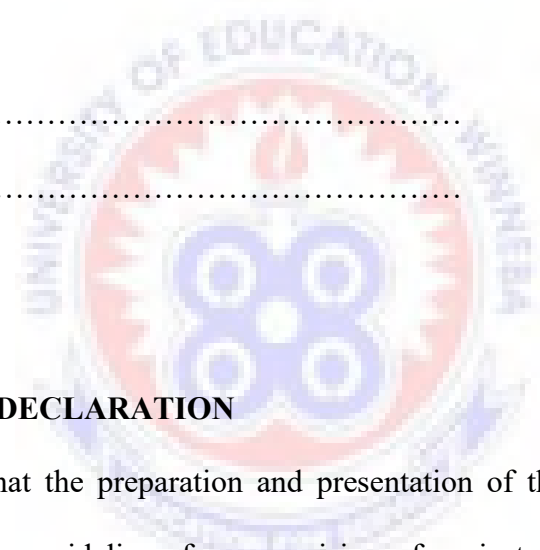
DECLARATION

STUDENT'S DECLARATION

I, DINA DONKYE ARTHUR, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: REV. DR. ALEXANDER K. EDWARDS

SIGNATURE.....

DATE:

ACKNOWLEDGEMENTS

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DEDICATION

To my loving husband Mr. Isaac Arthur, my sweet daughters' Juliana Kyerema and Isabella T. Arthur and to my entire family.



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ABSTRACT

This research sought to investigate the factors that contribute to effective teaching and learning in the public senior high schools in Bantama Sub-Metro in the Kumasi Metropolis. The target population for this study comprised of all senior high school teachers in the study area. Out of 342 teachers, 118 of them were randomly selected to participate in the study. Out of this sample selected, 105 representing 89% participated in the study. The study was conducted with quantitative research approach executed through questionnaires. The study employed descriptive cross-sectional design. The reliability of the instruments was above 0.88 Cronbach alpha. The data collected were subjected to statistical analyses using frequency, percentages and mean. Findings indicated that head masters' instructional supervision breeds good school environment that is conducive and therefore influence effective teaching and learning. Based on these findings, it was recommended that head masters should set time for instructional supervision in schools because it is one of the roles that positively influence effective teaching and learning.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Effective teaching in our schools is a major concern in countries of the world. For effective teaching to take place, teachers should closely monitor each student's achievements. This enables them to provide every one of their students with regular feedback on their performance, and give them valuable information to assess the impact of their teaching (Cameron, 2001). It is argued that effective teaching also takes place where there is reflective practice (Day, 2009). Reflective practices are considered as the brick and motor for effective teaching. Gagne (2007) added that without routinely engaging in reflective practice, it is unlikely that we will be able to understand the effects of our motivations, prejudices, and aspirations upon the ways in which we create, manage, receive, sift, and evaluate knowledge; and as importantly, the ways in which we are influencing the lives, directions, and achievements of those whom we nurture and teach.

On the other hand one may believe that effective teaching takes place if teachers have been exposed to the foundations of education. Philosophy of education is central to the practice of teaching (Hill, 2004). In this regard, Cameron (2001) suggested that as we learn more about the teacher, we are likely to come closer to understanding how effective teachers are made and concluded that knowledge of effective pedagogical practices seem to be topical in coming up with the profile of effective teaching.

Ghana government had invested very heavily in human resources development in order to improve the quality of teaching in schools and concluded that availability of

material resources is a factor that contributes to effective teaching in our schools (Oduro, Dachi, Fertig, & Rarieya, (2007). They further argued that the quality of learning materials such as textbooks is an important ingredient in improving instructions. It is not the buildings themselves that are critical for effective teaching and learning but the quality of the processes that take place within the buildings (Stone, 2002). Physical infrastructures will have an impact if they prevent work from being done. Students exhibiting inattentive behaviour in classrooms or refusing to take teaching notes impacts negatively on the quality of education. Provision of effective teaching in our schools is compromised if no attention is paid to the general physical and psycho-social emotional environment. Despite the government's effort to provide quality resources such as infrastructure materials, qualified personnel, physical facilities, and financial assistance to promote effective teaching in our senior high schools students still perform poorly in their final examinations.

The desire for effective teaching and learning has become a driving force for stakeholders and for the effective future for our youth and the nation at large, hence this study. Teachers need to focus on educational practices that provide all learners with knowledge and skills necessary to contribute to the global society. It is not possible to determine if certain teaching behaviours' are effective without knowing whether or not students learn as an end result of these behaviours'. The challenge for the teacher is not only to identify and develop mastery of certain instructional strategies and behaviours accepted as effective practices, but the teacher is also challenged to develop the ability to effectively match these strategies and behaviours', at the appropriate time, to individual

students and student groups, in specific teaching situations as these relate to the teacher's desired student learning outcomes (Oduro, et al, 2007).

1.2 Statement of the Problem

Despite the fact that the government provides useful and viable resources to positively lift the standards of the education system, in some schools pupils are not able to perform to standard. Pathetically however, students with reference to our senior high schools perform academically poorly in their final examinations. This poor performance has raised a concern due to the fact that the country aims at achieving high technological advancement in the 21st century. This study sought to investigate the major factors that contribute to effective teaching and learning in our senior high schools, specifically, senior high school in Bantama Sub-Metro in the Kumasi Metropolis.

1.3. Purpose of the Study

The main purpose of this study was to investigate the factors that contribute to effective teaching and learning in the public senior high schools in Bantama Sub-Metro in the Kumasi Metropolis.

1.4. Objectives of the Study

The major objectives of this study are to:

1. Determine if teachers' involvement in decision making influences teaching and learning in senior high school in Bantama sub- metro in the Kumasi Metropolis.

2. Identify the extent to which teacher personality influences teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis.
3. Determine if heads leadership style influence teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis.
4. Establish if heads instructional supervision influences teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis.

1.5. Research Questions

The study will be guided by the following research questions:

1. How do the teachers' involvement in decision making influence teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis?
2. To what extend does teacher personality influence teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis?
3. How does the heads leadership style influence teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis?
4. How does the heads instructional supervision influence teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis?

1.6. Significance of the Study

The research findings will assist the Ministry of Education in solving some of the problems bedeviling the ineffective teaching and learning. The study will also assist head teachers and the Parents Teachers Associations and School Management Committees in

their endeavour to improving the performance of students in the country. It will help teachers in their choice of appropriate methods of teaching.

1.7. Delimitation of the Study

The study confined itself to a limited number of teachers, specifically, teachers of senior high schools in Bantama Sub-Metro in the Kumasi Metropolis. This was because of lack of time and financial constraints which would not have allowed wider coverage to include head masters and education officers in the Ministry of Education of the Kumasi Metropolis and regional Headquarters.

1.8. Limitation of the Study

The study is limited by the fact that, it could not be generalized to cover the entire Kumasi Metropolis due to time and financial constraints. However, the findings of the study could serve as a basis for replicating the study in other areas of the Kumasi Metropolis.

1.9. Organization of the Study

The study was organized into five chapters. Chapter one deals with the background to the study, statement of problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation and organization of the study. Chapter two covered review of available literature relevant to the study, while chapter three focused on the research design, population, sample size and sampling technique, instrument for data collection, data collection procedure and analysis. Chapter

four dealt with the analyses of the result of the study and chapter five dealt with the summary of the research findings, conclusion and recommendation of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

In this chapter, the researcher reviews literature relevant to the study. That is the researcher looks at the relevant literature under the following headings:

2.2. Concept of Learning

According to Strauss (2005) learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Dessus and Lemaire (2002) added that learning is a relatively permanent change, usually brought about intentionally and noted that other learning can take place without planning, for example by experience. Generally with all learning there is an element within us of wishing to remember and understand why something happens and to do it better next time (Strauss, 2005).

There is little disagreement among psychologists as to the importance of learning and the pervasiveness in nearly all forms of human activity; however, there is a marked difference in the ways they look at learning (Dessus & Lemaire, 2002). There is no universally acceptable definition of learning, and indeed all psychological concepts. Talking about learning, it is probably the topic which is closest to the heart of psychology. A huge body of literature on the subject matter of learning has been piled up by educational psychologists in their attempt to fathom out the characteristics and applications of learning. Hence, huge and diverse theories were developed in respect of learning (Pratt, 2002).

To Zimmerman (2000) learning cannot be directly observed but can manifest itself in the activities of the individual. Human beings, more than all other living organisms, have the greater capacity to learn in all ways, and through language, we can learn things we have neither experienced nor observed. According to Hyman (2000), varying definitions have been given by different psychologists on the meaning of learning. These definitions however seem to converge on certain trends which highlight the characteristics of learning. Miller (2008) defined learning as a relatively permanent change in an organism's behaviour due to experience. Similarly, Bruner (2003) gave the meaning of learning as an inference from some performance of the organism resulting in an enduring change of behaviour. Sullivan and Gervasoni (2000) defined learning as a relatively permanent change in behavioural potentiality that occurs as a result of reinforced practice.

Hedge (2000) noted the following definitions of learning to include:

- Learning is the process of the formation relatively permanent neural circuits through the simultaneous activity of the elements of the circuits-to-be; such activity is of the nature of change in cell structures through growth in such a manner as to facilitate the arousal of the entire circuit when a component element is aroused or activated.
- Learning refers to the change in a subject's behaviour to a given situation brought about by his repeated experiences in that situation, provided that the behaviour change cannot be explained on the basis of native response tendencies, maturation temporary states of the subject.

Ohlsson (2006) sums up common usage of the word learn as “to gain knowledge or understanding or skill by study, instruction, or experience.” The word “gain” in this definition is very important. It implies addition of new knowledge.

From the above definitions, there are key elements that elucidate the nature and characteristics of learning (Ohlsson, 2006). These are:

- Learning exhibits itself as a change in behaviour.
- Inference is made about learning by comparing the subject’s initial behaviour before he was placed in the “Learning Situation” and what behaviour exhibited after the treatment.
- The change may be an increased capability in performance, altered disposition in attitude, interest or value.
- This change must not be momentary, it must be relatively permanent. It should be retained over some period of time.
- Lastly, the change must be distinguishable from the kind of change that is attributed to growth, such as change in height or the development of muscles through exercise.

When there is evidence of the kind of change given above in behaviour, learning has taken place.

Behaviour is a neural reaction to a given stimulus and it may be Overt or Covert. Learning is associated with both overt and covert behaviours’ (Ohlsson, 2006). Thus; psychologists have provided certain criteria for determining whether learning has taken place. First, for learning to be said to have taken place, there must be the element of change in behaviour overtly or covertly. Second, the change in behaviour as result of

fatigue or other transitory conditions such as use of drugs or alcohol do not constitute learning. The third criterion is that the change in behaviour must be based on exposure to the environment. Environment here refers to learning situations or any situation that allows one to gain some experience. Learning, therefore, involved a change in the behaviours' of the individual as a consequence of his or her experience. This can manifest in the way the individual thinks (cognitive), acts (psychomotor) or feels (affective). However, the change of behaviour must not be due to such transitory conditions caused by taking drugs or alcohol; and must not be due to maturation.

Ohlsson (2006) noted the following as the basic characteristics of learning:

1. Learning has to change behaviour;
2. The change should be relatively permanent;
3. The change should be as a result of experience;
4. Learning is an internal process;
5. Learning occurs under conditions of directed attention and deliberate effort; and
6. Learning is distinct from biological maturation and imprinting

2.3. The Element of the Human Learning Event

According to Sullivan and Gervasoni (2000), there are four elements that constitute the event of learning. These are:

Learner: The learner is a human being who possesses sense organs, through which he receives stimulation; a Brain, by means of which the signals originating in his senses are

transformed in a number of complex ways; and a set of muscles, by means of which he exhibits the various performances that show what he has learned.

The stimulation that is constantly being received is organized into various patterns of neural activity, which are stored in his memory in such a way that they can be recovered. Such memories may then be translated into action that may be observed as the movement of muscles in executing responses of various sorts.

The Stimulation: All the events that stimulate the learner's senses are collectively called the stimulus situation.

Previous Knowledge in the Memory: The content of the learner's memory which is often recovered is another input in learning. Such content had already been organized from previous learning materials.

The Response: The action that results from these inputs and their subsequent transformation is called Response.

2.4. Factors Contributing to Effective Teaching and Learning

According to Spillane (2003), there are lot of important factors that contribute to effective teaching and learning. For the purpose of this study, teachers' involvement in decision making, teachers' personality, heads' leadership styles and heads' leadership effectiveness were discussed.

2.4.1. Concepts of Decision-Making

Northouse (2010) emphasized that various authors define decision making differently. He noted that while some focus on the process involved in decision making,

others emphasize the problem solved during a decision making. Rue and Byars (2000) define decision-making as the process of specifying the nature of particular problem and selecting among available alternatives in order to solve the problem. This definition of decision-making indicates that a problem precedes any decision and that there must be a number of alternative courses of action from which an optimum course will be selected.

Fullan (2001) also define decision and decision making as follows: A decision can be defined as a conscious choice action from among a well-defined set of often competing alternatives. Thus, decision-making is a sequential process culminating in a single decision or series of decisions (choices) which stimulate moves or actions. The sequences of activities called decision-making result in the selection of course of action from alternative course intended bring about the future state affairs envisage.

Decisions are a composite of values, facts, and assumptions. Each or all of these may be subject to change from time. Decision-making, therefore, is not a one-time activity but rather a continuing enterprise (Rue & Byars, 2000). Every successful organization must make decision that enable the organization to achieve its goal and which meet the critical needs of members of the organization (Luthans, 2005). Moreover, Arnold and Feldman (2006) state that decisions are made daily in school about the conduct of work, the distribution of resources, and short term goals. Decision involve policies (the definition of objectives), resources (people, money materials, and authority), and means of execution (integration and synthesis). In so far as the value content of this type of decision is concerned, the school principal should identify two major values; policy decision that seek purposive action; executing decision that seek coordination's of action (Luthans, 2005). Thus, decision-making is very important and significant in school

and in any organization at large to conduct work, distribute resources, plan short-term and long-term of bring about the future state of affairs as an intention, and activities of the school. Moreover, a school leaders' main job is to lead the school through effective decision making, and quite often they have to decide on what is to be done, who to do it, and when and where is to be done.

2.4.2. Rationale for Teachers' Participation in School Decision Making

Teacher participation in decision-making has been advanced for a variety of reason. Most often, participation is thought to enhance communication among teachers and school heads and improve the quality of educational decision making. It is also thought that participation may contribute to the quality of teachers work life that in turn improves teaching and learning (Luthans, 2005). Furthermore, because teachers have an opportunity to be involved in and to exert influence on decision-making processes, their participation is believed to increase willingness to implement them in class, hence to promote effective teaching and learning Likert, (2007). This implies that teacher's involvement in decision-making has been identified as an important contributor to successful teaching and learning. It also means that it is not only facilitating implementation of decision but also leads teacher to feel respected and empowered. Moreover, teachers' participation in school decision making builds trust, helps teachers acquires new skills, increase school effectiveness in teaching and learning.

Aggarwal (2003) found five major benefits of impact of increased decision-making authority on teacher work life: improve teacher moral, better informed teachers, improve teacher communication within and across school, improve student motivation

and increased incentives that serve to attract and retain quality teachers. The participation of teachers in decision-making was perceived as forging links between administrators and teachers (Blasé, 2003). The important decision-making in educational organizations has been recognized as a key function required by administrators. In school where a clear commitment in students learning is apparent, participatory decision making by the teachers is crucial to the overall effective operation of the school (Barth, 2001). Goldstein (2003) also state that teachers' involvement in decision making ensures that teachers in the school take ownership of the decision, and are willing to defend decision taken through collaborative means. This means that teachers' involvement in decision making results in a great sense of commitment and ownership of decisions.

Barth (2001) indicated that there had been several benefits of teachers empowered to be involved in the school decision making. First of all, teachers in the school empowered for the development of self-managing teams might draw forth work commitment and initiative of them likewise; teachers at school empowered could contribute to the increase of effective teaching and learning. According to Harris (2004) there is a strong positive correlation between teacher involvement in decision making and effective teaching and learning. Teachers' participation in decision making would encourage them to understand how policies were planned and designed. The involvement might promote teachers' commitment to these school policies and increase their motivation to implement them as well (Mullins, 2004). This commitment derived mainly from teachers' responsibility for those decisions for their participation as decision makers. The decisions made by teachers could be easier implemented by them than before in that they were under obligation to enforce them in a satisfactory way.

Second, teacher participation in decision making presented crucial information closest to the sources of problems of schooling, improving the quality of decisions effectively that in turn improves teaching and learning (Brown & Cregan, 2008). Traditionally, teachers passively accepted the decisions made by their heads, obliged to implement the policies or projects which they did not participate in at all. These decisions might be questioned for they had no access to the classroom realities or even not practicable. Teachers were the very ones who taught and instructed students in the classroom and who were responsible for their learning directly. They could realize the authentic need of students' learning within the classroom instead of those head teachers outside it. Thus it was of vital importance for a school head to empower teachers to support with each other's to acquire knowledge and skills to meet the needs of student learning, which would improve the quality of decision making (Harris & Spillane, 2008).

Third, from the perspective of critical theory, supposing teachers were more empowered, they would hold the more important status quo (Ingersoll, 2006). Teachers were traditionally viewed as the silenced in the process of decision making due to their less chances to be involved in crucial school matters. Voiceless as teacher were always seen, it was not true that teachers had no voices for the operation and management of their own schools. Thus it would be the oppression of the hierarchal administrative school system that kept all of teachers who were important members of school voiceless (Mullins, 2004). In case schools became more democratic organizations by encouraging teachers' participation in decision making in the manner of school restructuring, school then would transformed into the sites for reconstructing society, further resulting in the equity of society eventually with improved teaching and learning (Blasé, 2003).

As noted previously, there would be three strengths of teachers' involvement in school decision making, including the enhancement of teacher commitment, the improvement of quality of decision making, and the contribution to the school restructuring. These three strengths revealed the three levels of changes toward teachers, decisions, and schools (Spillane, 2006). As to the teacher level, the involvement could help them be engaged more in school matters. As for the decision level, the participation of teachers would effectively monitor which and how school decisions should be made. As to the school level, teachers' roles as active participants were able to lead to the successful restructuring of schools (Spillane, 2006).

2.5. Personality

According to Church (2007), a person personality is a relatively stable precursor of behavior; it underlies an enduring style of thinking, feeling and acting. However, Ogunsola (2003) stated that personality can be defined as a predisposition to act or behave in a characteristic fashion in response to one's environment. Thus personality is the characteristics of the person that account for consistent patterns of feeling, thinking and behaving.

2.5.1. Dimensions of Personality

Cooper and Bemis (2011) indicated the dimensions of personality to include; extroversion, agreeableness, conscientiousness, neuroticism and openness.

2.5.1.1. Extroversion

According to Common (2004), extraverts tend to seek interaction with others, novel experiences and complex, varied and intense stimuli, extroverts, on the other hand, prefer their own company and prefer the familiar and unfamiliar. While McCrae and Costa (2007) stated that extroverts are gregarious, assertive, activity and excitement-seeking. It is similar with Polk (2006) who mentioned that extraversion is most often described as the degree to which an individual is sociable, gregarious, talkative, assertive, adventurous, active, energetic and ambitious. This implies that extroverts have been found to be socially engaging, gregarious, assertive, expressive, articulate, and comfortable in group settings and have a great number of friends (Common, 2004).

Laye (2005) also emphasized that extraverts tend to be high in positive affectivity, self-efficacy and optimism and concluded that extroversion represents various aspects such as sociable, gregarious, assertive and talkative. However, Dodge (2003) added that extroversion is about the extent to which people are comfortable in social relationships, how socially inhibited, and the extrovert who is comfortable in social relationships and socially uninhibited. To Henson and Chambers (2003) people high in extroversion tend to be high performers and committed to the organization and their work. They will develop psychological contracts that reflect their hard work, commitment and willingness to work with others.

2.5.1.2. Agreeableness

According to Fisher and Kent (2008), agreeableness is associated with “the need for intimacy”, the recurrent preference in thought and behavior for experience of warm, close and communicative interactions with others. Individuals high in agreeableness are

trusting, cooperative, altruistic, compliant and “moved by others”. However, De Fruyt and Mervielde (2006) emphasized that high agreeable individuals may in their pursuit of harmonious relations generate more positive attributions to otherwise provocative behavior than low-agreeable persons would do. This to me implies that agreeableness is related to “pro-social motives”, aimed at seeking good outcomes for one-self as well as for other group members. To De Raad and Schouwenburg (2006) stated that agreeable individuals have greater motivation to achieve interpersonal intimacy.

While, Goldsmith (2009) who mentioned that agreeableness describes the courteous, sympathetic, tender-hearted and kind characteristics, Hawk (2003) indicated that those who are low in agreeableness have been described as antagonistic, competitive, cynical, callous, ruthless and cruel, and they tend to experience and express hostility. This means that agreeableness is about the extent to which people are sensitive and responsive to others, including the extent to which they will defer to them. The two extremes are the tough-minded individual, operating predominantly at a thinking level and lacking sensitivity and responsiveness, and the tender-minded individual, operating predominantly at a feelings level and displaying sensitivity and responsiveness (Church, 2007). This further implies that agreeable individuals can be described as good-natured, cheerful and caring. Therefore an individual high in agreeableness is fundamentally altruistic.

2.5.1.3. Conscientiousness

Cohen and Latan (2005) mentioned that conscientious individuals have been characterized as dependable, responsible, hard-working, self-disciplined, persistent, planful and organized. Similarly with Church (2007) who mentioned that conscientious people value duty, competence, self-discipline and achievement. Besides, Mori and Tanabe (2012) also mentioned that conscientiousness consist of the specifics traits of competence, order, dutifulness, achievement striving, self-discipline and deliberation. This means that individuals high in conscientiousness are characterized as being responsible, careful, preserving, orderly, cautious, planful, hardworking and achievement-oriented. To Anwana (2004) people high in conscientiousness have a sense of duty and obligation to their work and have high job performance, career success, motivation and job satisfaction. However, Anwana (2004) further emphasized that conscientiousness refers to characteristics such as being organized, orderly, precise and efficient. This implies that conscientious is about the number of goals that an individual pursues and the extent to which they pursue them in a focused way.

2.5.1.4. Neuroticism

Neuroticism is always related to the characteristics of people who have negative affect and low in self-esteem. According to Anwana (2004) negative affect is defined by a propensity to view the world in a negative emotional state. Similarly with Cooper and Bemis (2011), that indicated that individuals high in negative affect tend to focus on the negative aspects of other people and themselves. Anwana (2004) added the same view which individuals high in negative affectivity, a concept related to the neuroticism are likely to be more pessimistic, taking a negative view of themselves and the world around

them. While Ajala (2010) indicated that persons low in self-esteem and self-efficacy look to others for approval. This implies that individuals with low self-esteem will tend to withdraw from challenging situations, are less confident in their abilities, less likely to seek feedback, and see themselves as less appealing to others. To Anwana (2004) neuroticism has been found to be negatively related to self-esteem, self-efficacy and locus of control. Both of these characteristics are supported by Chamorro-Premuzic and Furnham (2005) as characteristic in neuroticism, which they mentioned that neuroticism is composed of several characteristics including low self-esteem and negative affectivity. However, Cooper and Bemis (2007) claimed that neuroticism consists of the specific traits of anxiety, angry hostility, depression, self-consciousness, impulsiveness and vulnerability.

2.5.1.5. Openness

According to Cooper and Bemis (2007), openness to experience is related to active imagination, aesthetic sensitivity, and attentiveness to inner feelings, preference for variety, intellectual curiosity, and independence of judgment. Cooper and Bemis (2007) further stated that high openness employees seek challenging and interesting work and would expect the organization to satisfy this need. This implies that individuals who are open have a high need for autonomy and tend to be creative, adaptive and accepting of change. Similar with Moscoso and Salgado (2004) which indicated that open individuals are also at time better able to understand and adapt to new perspectives. This means that individuals who score high on openness should be more likely to report involvement in their work, as their work can serve as the arena to entertain their curiosity, their appetite for exploring new perspectives, and their tendency to develop genuine

interests for any activities they are involved in. While, Murray and Paunonen (2000) emphasized that openness to experience or creativity refers to personal characteristics such as being imaginative, original and curious. This means that openness is more on openness to the new experience or change.

2.6. Teachers Personality and Effective Teaching and Learning

Personality may be viewed as the dynamic organization of those traits and characteristic patterns of behavior that are unique to the individual (Barrick & Mount, 2001). Laidra and Allik (2006) define personality as those aspects of an individual's behaviour, attitudes, beliefs, thought, actions and feelings which are seen as typical and distinctive of that person and recognized as such by that person and others. Cooper and Bemis (2007) referred to personality as an individual's characteristic patterns of thought, combination of behaviour and emotion with mechanisms of psychology behind those patterns.

According to Cooper and Bemis (2007) a person personality is a relatively stable precursor of behaviour and it underlies an enduring style of thinking, feeling and acting. They indicated that personality is a predisposition to act or behave in a characteristic fashion in response to one's environment.

The relationship could be identified through the relationship between personality and job performance which leads to the achievement of teaching effectiveness. In term of job performance which is related to the teaching effectiveness, Cooper and Bemis (2007) found that there are positive relationships between personality traits and teaching effectiveness. Laidra and Allik (2006) added that there is a consistent and positive relationship with students learning and teacher's personality trait. It is supported by Mori

and Tanabe (2012) which they stated that personality has been found to be valid predictors of teaching and learning.

Mori and Tanabe (2012) once again indicated that teacher personality is the most potent and consistent correlate of teaching. It is also supported by Farrant (2004) where, desired personalities of teachers as perceived by students improve the students learning abilities.

2.7. Heads Leadership Styles and Teachers Effective Teaching and Learning

Effective management of an educational institution requires that the head teachers should be well versed in the key areas of educational leadership. Leadership is the means through which the leader guides the behaviour of other people towards goal accomplishment (Harris, 2000). Anderson (2004) defines leadership as the process of influencing and supporting others to work enthusiastically towards achieving the objectives. It is the catalyst that transforms potential into reality and the ultimate act that identifies, develops channels and enriches the potential already in an organization and its people. Brewer (2003) defines leadership as the ability of a manager to induce subordinates to work with confidence and zeal. Harris (2000) notes that leadership is the interpersonal influence towards attainment of specific goals in specific situations. He also observes that without leadership, organizations were nothing but masses of individuals. Management of teachers in the school context involves the skillful control and guidance of teachers in order to achieve the school desired outcomes. The head teacher plays an important role in this aspect. The nature and quality of the leadership and management that the head teacher provides determines the effectiveness of the school (Copland, 2003).

School leadership plays a key role in improving school's outcomes by influencing the motivation and capacities of teachers as well as the school climate and environment that in turn improve teaching and learning (Macfarlane, 2011). The head teacher must employ inclusive kind of leadership where they will involve teachers as a team. This team gets a deliberate opportunity to contribute to effective teaching and learning, culture and climate of the school and thus the head teacher has a duty to create the opportunities to make this happen and teachers partly determine the leadership styles of the head teacher (Macfarlane, 2011). Thus head teachers have the capacity to influence teaching and learning through their leadership style.

Harris and Lambert (2003) noted that heads leadership styles had been one of the most popular research topics in teachers work performance. The importance of leadership styles had lot to do with the school success and teachers work commitment and good teaching and learning climate (Bass, 1990). Northouse (2013) on the other hand showed that heads leadership styles was positively related to teachers effective teaching and learning and therefore head teachers needed to adopt appropriate leadership style in order to improve teaching and learning in their schools. Leadership style affects a range of factors such as job satisfaction, teachers' performance, students learning and stress and so contribute to the school success (Harris & Lambert (2003).

Every educational setting is structured in groups of subordinates acting under the control and guidance of the head (Middlewood & Abbott, 2012). Effective leadership must filter through in the institution, not exist in one or two superstars at the top (Pearce & Conger, 2003). This implies that head teachers leadership styles have a powerful influence on individual teacher working behavior.

According to Gronn (2003), leadership seems to be marshaling of skills possessed by a majority but used by minority. It is something that can be learned by anyone, taught to everyone and denied to no one. Knight (2008) corroborates this view when they stated that any member of the organization may become a leader, it is not the property of the executives. The leaders in successful situations work and share their wisdom with others to stimulate and create conditions which support efforts of their subordinates. The head with an ideal leadership style significantly affect teachers teaching (Fullan, 2002).

Being social institutions, the growth of schools are linked closely with the heads leadership styles. As leadership is the combination of influence and power, the concept of school change studies may be disturbed seriously if we neglect it. The head teachers who are effective and committed motivate their teachers and learners, and retain professional academic environment in their institutions improves teaching and learning (Goleman, 2002). Head teachers leadership effectiveness is assessed by teachers work commitment to the leader, group cohesiveness and teachers' development (Goleman, 2002).

It has been observed that leadership is a personal quality and willingness of people to follow a person as leader. It exists only with followers. It is meaningless without adherents. Leadership involves readiness to accept complete responsibility in all situations. Leadership styles may change under different circumstances. This implies that head teachers can stimulate the teachers to strive willingly for attainment of the school objectives. According to Dimmock (2003), a leader must have the ability to sway the behaviour, attitude, and belief of his/ her subordinates. The success of a leader depends on the acceptance of his leadership by the followers (Anderson, 2004). A leader gives orders and instructions by formulating objectives for his group; he takes important

decisions, listens to subordinates, and responds to their needs. A leader is careful to inspire and motivate all members of his group and represent them to the outside world.

It is obvious that leadership is the appropriate use of power. There are two common types of power; position and personal power. The capacity to affect the behaviour of people is called power (Elmore, 2000). Sometimes power comes from person's position in the organization, while other sources of power are based on personal characteristics. So leader's power exists in the forms of position and personal (Fullan, 2001).

Leadership styles are the characteristic way in which a leader uses power, makes decision, and interacts with others. Leadership style is an inbuilt, relatively enduring attribute of our personality which provides us motivation and determines our general orientation when exercising leadership Dimmock (2003). The leadership style of a head teacher is the combination of behaviours as task and relationship. It is important to note that leadership behaviour refers to particular acts which one could perform or not perform if one has knowledge and skills.

2.7.1. Leadership and Quality Learning

Harris (2003) emphasized that the key feature of head teacher leadership style is centralized on effective teaching and learning. Fullan (2007) sees the moral purpose of head teacher leadership style as to improve student outcomes. This then implies that head teacher leadership style connects to the quality of teaching and learning through the structures, systems, procedures and practices that combine to make the school a learning organization. Although the leadership of the head teacher has been found to have an indirect influence on pupil learning, the head teacher can improve teaching and learning

powerfully through his/her influence on teachers motivation and good school climate. When head exhibit desired leadership style, his or her administration is brought closer to the site of learning; it has a greater influence on schools and students (Harris & Lambert, 2003). Gronn (2002) makes the link between head teacher leadership style and the quality of teachers teaching and student learning.

Another concept that links heads leadership styles is that of students learning. Students learning may be viewed as an extension of heads leadership style. For example, Harris and Muijs (2005) identified four dimensions of the head teacher leadership role that extends to the overall operation of the school. This head leadership role influence teachers to:

1. Translate the principles of school improvement into the practices of individual classrooms;
2. Assist other teachers to cohere around a particular development and foster a more collaborative way of working;
3. Play a mediating role in school improvement.
4. Forge close relationships with individual teachers where mutual learning takes place.

Harris (2002) also sees head teacher leadership style leadership as being closely linked to the effective learning of the students. This implies that heads effective leadership styles forge close relationships with individual teachers that improve working and learning together, constructing and refining meaning are all evidence of the school learning environment.

2.7.2. Heads Leadership Style and School Improvement

Engaging teachers in leadership activities are the foundation of effective leadership and where positive effects of such leadership clearly have been demonstrated, teaching and learning improves. Blasé and Blasé (2004) have shown that student outcomes are more likely to improve when leadership sources are distributed throughout the school community and when teachers are empowered in areas of expertise. Such an emphasis on decentralized leadership informs the increasing focus on the role of teacher leadership and the development of the contribution of teachers in making decisions about the approaches to educating students (Beach & Reinhartz, 2000). To Drake (2003), effective schools have desired leadership style that in turn had greater educational and social cohesiveness.

From an effective leadership styles perspective, effective head teachers do not just string together a series of individual teacher's actions, but systematically distribute leadership by building it into the fabric of school life (Nakpodia, 2006). Effective leadership style is distributed not by delegating it or giving it away, but by weaving together people, materials, and organizational structures in a common cause for the success of the school. Blasé and Blasé (2000) added that improving head teacher leadership style holds tremendous potential in helping schools bolster student academic performance.

2.8. Relationship between Instructional Supervision and Effective Teaching and Learning

The instructional supervision is to help teachers improve, and this improvement could be on what teachers know, the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Sergiovanni & Starratt, 2007). Instructional supervision is an important tool in building effective teachers' professional development. This means that instructional supervision is an institutional function concerned with teacher growth, leading to improvement in teaching performance and greater student learning. Daresh (2006), emphasized that continuous improvement in methods and skills is necessary for every professional, and so the professional development of teachers has become highly important.

According to Zepeda (2003), instructional supervision to professional development, to teaching and learning. She added that the various approaches of instructional supervision such as clinical supervision, peer coaching, cognitive coaching, mentoring, etc. have their contributions to enhance teachers' teaching and learning. Farley (2010), also indicated that there is a significant link between instructional supervision and teachers teaching and learning. To Farley (2010) they are inter-linked and inter-dependent. Supporting this, Sullivan and Glanz (2000) on the other hand, stated that as fields of educational setting, instructional supervision and teaching and learning are interlinked and can and should overlap as needs and local preferences dictate.

Instructional supervision and professional development or teaching and learning are linked in several ways. As Wenzare (2012) noted one connection to be through the use of data obtained from supervision practices used in planning and implementing staff

development as part of instructional improvement and helping teachers improve their skills. Instructional supervision is the service provided to help teachers in order to facilitate their own teaching and learning so that the goals of the school might be better attained. This boils down to mean that instructional supervision aims at improving the quality of education by improving the teacher's effectiveness. Tyagi (2010) also said that the improvement of the teaching-learning process is dependent upon teacher attitudes towards supervision.

2.8.1. Relationship between Instructional Supervision and Teachers' Performance

Pajak (2002) noted that availability of supervision in schools was minimal such that being inexistence. From his findings also showed that supervision was distorted by the partaker of study. Further, to ensure quality and eminence inspection and repeatedly monitoring of instruction's and education curriculum services which would enhance better teachers' performance. According to Sergiovanni and Starratt (2002), supervision as designated tools in school administration to help and facilitates only qualified professional teacher with skills to cater for learning and teaching' pupils. In the same manner, Certo (2006) affirmed that there is minimal of instructional supervision in schools. Sergiovanni (2001) showed that minimal professional teachers require extra instructional supervision to improve teaching and learning, though professional teachers preferred the freedom they relaxed luxury by not being assessed. A study by Certo (2006), on the other hand revealed that effective teaching and learning depended on instructional supervision.

Teacher's performance refers to the action and behaviours' of teachers that affect the goals of an institution. Instructional supervision entails those activities designed to improve instruction in an institution (Daresh, 2006). This implies that instructional supervision is a joint linked between the teacher's performances. Archibong (2010), on the other hand, showed that there was a link between teacher's teaching and learning and instructional supervision. This to Archibong (2010) heads instructional supervision make teaching and learning effective.

Zepeda (2003) suggested that there are benefits of instructional supervision toward the teachers in a way that upgrade lifelong learning skills and an enthusiasm to professional raise up and growth. Therefore from the explanation above it is seen that the heads of schools instructional supervision influence teachers work performance.

2.9. Summary of Literature Review

From the related literature reviewed for this study, it was revealed that, several factors contributed to effective teaching and learning in schools. As Spillane (2003) put it, there are a lot of important factors that contribute to effective teaching and learning which include teachers' involvement in decision making, teachers' personality, heads' leadership style and heads' leadership effectiveness. The literature reviewed for the purpose of this study again revealed that, instructional supervision is an important tool in building effective teachers' professional development. This means that, instructional supervision is an institutional functions concerned with teacher growth leading to improvement in teaching performance and greater student learning.

Giving that little or no research work exist as far as these factors are concern in the study area, it justifies the need to undertake this research to ascertain the extent to

which factors reviewed in the literature will supports or rejects the teachers' view on the factors that contribute to effective teaching and learning in the Senior High Schools in Bantama Sub Metro in the Kumasi Metropolis.



CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter describes the research methodology applied in this study. The discussions in this chapter include; research design, study area, population of the study, sample and sampling techniques, research instruments, and data analyses techniques.

3.2. Research Design

The study was carried out, using a cross-sectional survey design, to investigate the impact of teachers' nonverbal communication on students' learning outcomes. Cross sectional survey was appropriate because extensive data could be collected at one point in time and it was very economical (Ghauri & Gronhaug, 2005). Cross-sectional survey was also appropriate because data could be collected from a cross section of a population in a short time and then results generalized to represent the entire population of the study (Amin, 2005).

To be able to gather the necessary data, the researcher utilized the descriptive method, using quantitative research approaches. Descriptive method of research is a fact-finding study that involves adequate and accurate interpretation of findings. Descriptive research describes a certain present condition. Relatively, the method is appropriate to this study since it aims to assess the impact of teachers' nonverbal communication on students learning outcomes.

Though the study was quantitative oriented approach, there were open- ended questions. This will enable the teachers as respondents, to widely express their views on the subject under investigation. Moreover, this will help to achieve high validity of results and can therefore be used to construct more complex research problems (Kothari, 2004). This will also allow simultaneous description of views, perceptions and beliefs at any single point in time (Babbie & Mouton, 2004).

3.3. Population of the Study

According to Creswell (2009), research population is a group of people from which a sample can be drawn. Population is the total collection of elements about which we wish to make some inferences. The target population for the study comprised of 342 Senior High school teachers in three senior high schools in the Bantama Sub-Metro in the Kumasi Metropolis of Ashanti Region of Ghana. The table below illustrates the distribution of the study population and sample selected.

Table 3.1: Distribution of the Study Population and Sample Selected

Schools	Number of Teachers	Number of Sample
Asanteman SHS	112	39
SDA Senior SHS	128	44
Wesley Girls SHS	102	35
Total	342	118

3.4. Sample and Sampling Technique

Patton (2002) emphasized on two main sampling techniques namely; probability and non-probability sampling. Probability sampling technique is the sampling process whereby randomness is essential and key element in the process, while non-probability sampling technique is based on the judgment of the researcher.

From the target population, a sample of 118 teachers were chosen based on the Frankel and Wallen (2003) assumption that in descriptive cross sectional design, sample size ranging between 15% to 35% is representative. For the purpose of this study 35% was used in order to get a high representative sample. With the use of simple random sampling technique, ‘‘YES’’ or ‘‘NO’’ was written on pieces of paper and folded. Teachers who selected the ‘‘YES’’ were selected.

3.5. Research Instrument

The main instruments that were used to collect information for the study were the questionnaire. The questionnaire was structured to consist mostly of closed ended type of questions. Questionnaires were administered to the various categories of the respondents. The teachers’ questionnaire had 21 items. The items 1 to 5 measured teachers’ involvement in decision making influence teaching and learning. Items 6 to 12 also measured teachers’ personality and its influence on teaching and learning, items 13 to 17 measured heads’ leadership style and its influence on teaching and learning while items 18 to 21 also measured heads’ instructional supervision and its influence on teaching and learning. Each statement on the students outcome questionnaire is followed by a five-

point Likert-type scale (Strongly Disagree = 1, Disagree = 2, Not Sure = 3, Agree = 4, and Strongly Agree = 5). The internal consistency for this questionnaire was found to be ($\alpha = 0.88$) after piloting it at Islamic SHS with 30 teachers.

3.6. Testing Validity and Reliability of the Instrument

The instruments questionnaire was reviewed by the researcher's supervisor. This was to ensure content validity which according to Yin (2003), constitute face and sampling validity. The content validation was therefore found appropriate in determining the extent to which the set of items provided relevant and representative sample of the domain of tasks under consideration (Creswell, 2003). The researcher ensured that data collected using various instruments represents the content area under study. This included identifying the relevant items for each of the instruments to be used in the study.

The data collected from the pilot study was used to compute the reliability of the instruments. Cronbach's coefficient alpha method was used to determine internal consistency of the items. This method is appropriate owing to the fact that it requires only one administration of the test (Bogden & Biklen, 2007). It is also appropriate where items have got choices (Patton, 2002). In the study, the items were considered reliable if they yielded a reliability coefficient of 0.88.

3.8. Data Collection Procedure

Structured questionnaires containing close ended questions were administered to respondents. This was done during school days between 10am – 2:00pm. The researcher visited each school and interacted with the head master and with the heads' assistance; the researcher appointed a research assistant that helped in the handing

of the questionnaires to the teachers and collected the questionnaire later after completion of the instrument.

3.9. Data Analysis Procedure

After sorting out the questionnaires, the data were computed and analyzed, using the Statistical Package of Social Sciences (SPSS) version 16.0. The statistical analysis such as frequencies, percentages and mean were used to answer the research questions.

3.10. Ethical Considerations

In the conduct of the research, the questionnaire was drafted in a very clear and concise manner to prevent conflicts among respondents. People who participated in the research were given ample time to respond to the questions posed to them to avoid errors and inaccuracies in their answers. The respondents were given a waiver regarding the confidentiality of their identity. The respondents' cooperation was eagerly sought for, and they were assured that the data gathered from them would be treated with the strictest confidentiality, so that they would be more open. This was done with the hope that this would promote trust between the researcher and the respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter is divided into two major sections. The first section provides the demographic characteristics of the respondents. The second section presents the answers and discussions to the study's research questions.

4.2. Response Rate

The researcher administered 118 questionnaire that represented 100% to the teachers, but 105 questionnaires were returned that also represented 89%. This implied that the analysis was based on 105 respondents that represented 100% in the study.

4.3. SECTION A – Demographic Characteristics of Teachers

Table 4.1 below shows the age group of the study respondents. The dominant age group of the teachers ranged between 41 – 50 years representing 53 (50.5%), followed by age group between 31 to 40 years representing 31(29.5%) whereas 51 and above made up the smallest group, representing 7 (6.7%) of the teachers. The age groups less than 31 years were 14(13.3%).

Table 4.1: Age Distribution of Teachers

Age Group	Frequency	Percentage
Less than 31	14	13.3
31 – 40	31	29.5
41 – 50	53	50.5
51+	7	6.7
Total	105	100.0

The sex distribution of the teachers indicated differences with 67 male representing 63.8% and 38 female teachers representing 36.2%. This implies male teachers who participated were more than female participants. Table 4.2 below illustrate this relationship

Table 4.2: Sex Distribution of Teachers

Sex	Frequency	Percentage
Male	67	63.8
Female	38	36.2
Total	105	100.0

In terms of the respondents' education status, Table 4.3 below indicates that 31 of the teachers representing 29.5% were first degree holders, 57 of them representing 54.3% were M.ed holders while 17 of them representing 16.2% were Mphil holders.

Table 4.3: Educational Status Distribution of Teachers

Educational Level	Frequency	Percentage
First Degree	31	29.5
M.Ed	57	54.3
Mphil	17	16.2
Total	105	100.0

With regard to teachers' working experience, Table 4.4 below indicates that 18 of the teachers representing 17.1% reported that they had worked between the years 1 to 5, 11 (10.5%) indicated that they had worked for the years between 6 to 10 years, 50 (46.7%) also reported that they had worked between the years of 11 to 15 years, while 26 of them representing 24.8% indicated that they had worked for 16 years and above.

Table 4.4: Teachers Work Experience

Work Experiences	Frequency	Percentage
1 – 5yrs	18	17.1
6 – 10yrs	11	10.5
11 – 15yrs	50	46.7
16+	26	24.8
Total	105	100.0

4.4. SECTION B – ANALYSIS AND DISCUSSIONS OF RESEARCH

QUESTIONS

4.4.1. Research Question One – How do the teachers involvement in decision making influence effective teaching and learning in senior high school in Bantama Sub-Metro in the Kumasi Metropolis?

This research question was designed to determine if teachers' involvement in decision making influence teaching and learning and their responses were presented in table 4.5 below.

Table 4.5: Teachers' Involvement in Decision making Influence Effective Teaching and Learning in Senior High School in Bantama Sub-Metro in the Kumasi Metropolis

Statements	SD	D	N	A	SA	M
1. My head not considering teachers suggestions in decision making for running of the school is affecting teaching and learning	5(4.8)	23(21.9)	16(15.2)	29(27.6)	32(30.5)	3.57
2. My head not considering teachers view in final decision-making of the school is affecting teaching and learning	10(9.5)	6(5.7)	3(2.9)	46(43.8)	40(38.1)	3.95
3. The head not consulting teachers whenever he/she wants to pass final resolution in school meeting is affecting teaching and learning	6(5.7)	4(3.8)	5(4.8)	38(36.2)	52(49.5)	4.20
4. The head not allowing teachers to demonstrate high degree of innovativeness and creativity in decision making process of the school is affecting teaching and learning	6(5.7)	7(6.7)	4(3.8)	61(58.1)	27(25.7)	3.91
5. The head not encouraging co-operation among the teaching staff during the decision-making process of the school is affecting teaching and learning	14(13.3)	4(3.8)	3(2.9)	37(35.2)	47(44.8)	3.94
Grand Mean						3.94

Table 4.5 above shows the teachers' views on the teachers' involvement in decision making influence teaching and learning in senior high school in Bantama sub-metro in Kumasi Metropolis. The teachers were asked if their head teachers not considering teachers' suggestions in decision making for running of the schools affect teaching and learning. With this statement, 5 of the teachers representing 4.8% strongly disagreed, 23(21.9%) disagreed, 16(15.2%) were not sure, 29(27.6%) agreed while

32(30.5%) strongly agreed. The mean score of 3.57 implies that averagely the teachers agreed that the head teachers' not considering teachers' suggestions in decision making for the running of the schools affect teaching and learning.

The researcher wanted to find out from the teacher if their head not considering teachers view in final decision-making of the school is affecting teaching and learning and 10 of the teachers representing 9.5% strongly disagreed, 6(5.7%) disagreed, 3(3.8%) were not sure, 46(43.8%) agreed whiles 40(38.1%) strongly agreed. The mean score of 3.95 fell in the category of agreed. This implies that averagely, the teachers agreed that their heads not considering teachers' view in final decision-making of the school is affecting teaching learning.

Moreover, the researcher wanted to find out if heads not consulting teachers whenever he/she wants to pass final resolution in school meeting is affecting teaching and learning and 6 of the teachers representing 5.7% strongly disagreed, 4(3.8%) disagreed, 5(4.8%) were not sure, 38(36.2%) agreed whiles 52(49.5%) strongly agreed. The mean score of 4.20 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed that their heads not consulting teachers whenever he/she wants to pass final resolution in school meeting is affecting teaching and learning.

In addition, the researcher wanted to find out from the teacher if their heads not allowing teachers to demonstrate high degree of innovativeness and creativity in decision making process of the school is affecting teaching and learning and 6 of the teachers representing 5.7% strongly disagreed, 7(6.7%) disagreed, 4(3.8%) were not sure, 61(58.1%) agreed whiles 27(25.7%) strongly agreed. The mean score of 3.91 fell in the

category of agreed. This implies that averagely, the teachers agreed that their heads' not allowing teachers to demonstrate high degree of innovativeness and creativity in decision-making process of the school is affecting teaching and learning.

Lastly, I wanted to find out if heads not encouraging co-operation among the teaching staff during the decision-making process of the school is affecting teaching and learning and 14 of the teachers representing 13.3% strongly disagreed, 4(3.8%) disagreed, 3(2.9%) were not sure, 37(35.2%) agreed while 47(44.8%) strongly agreed. The mean score of 3.94 fell in the category of agreed. This implies that averagely, the teachers agreed that the heads' not encouraging co-operation among the teaching staff during the decision-making process of the school is affecting teaching and learning.

In summary, majority of the teachers strongly agreed that their heads not consulting teachers whenever he/she wants to pass final resolution in school meeting is affecting teaching and learning. This finding supports that of Fred (2005) who noted that if heads do not consult teachers whenever they want to pass final resolution in school enables teachers become inactive participants in school management processes that hinder effective teaching and learning and concluded that in such situation it results in increased mistrust between heads and the teachers that decline effective teaching.

The finding was in line with Wadesango (2011) who noted that heads involving teachers in the decision making enhances teacher effectiveness, efficiency and high productivity by raising the school's ability to respond rapidly to problems or opportunities in its environment. The finding was also in line with that of Somech (2005)

who noted that teacher's involvement in decision making improve teachers with greater commitment in school based decisions to provide improved teaching and learning.

This finding support Rosenholtz (2005) who claimed that involvement of teachers in decision serve as teacher empowerment that motivates them to improve on their work. This implies that teachers' involvement in decision making is likely to lead to job satisfaction and further increase their efficiency.

4.4.2. Research Question Two – To what extent does teacher personality influence effective teaching and learning in senior high school in Bantama Sub-Metro in the Kumasi Metropolis?

Objective of this research question aimed at establishing the extent that teacher personality influences teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis. The teachers' responses are revealed in table 4.6 below

Table 4.6: Extend Teachers Personality Influences Effective Teaching and Learning in Senior High School in Bantama Sub-Metro in the Kumasi Metropolis

Statements	SD	D	N	A	SA	Mean
1. My meticulous and perfectionist personality influences teaching and learning	6(5.7)	7(6.7)	5(4.8)	69(65.7)	18(17.1)	3.82
2. My friendly and sociable relationship influences teaching and learning	6(5.7)	8(7.6)	4(3.8)	40(38.1)	47(44.8)	4.09
3. My forceful and controlling environment influence teaching and learning	6(5.7)	10(9.5)	3(2.9)	31(29.5)	55(52.4)	4.13

Statements	SD	D	N	A	SA	Mean
4. My patient and enduring personality influence teaching and learning	4(3.8)	5(4.8)	7(6.7)	27(25.7)	62(59)	4.31
5. My attention-seeking personality influence teaching and learning	6(5.7)	2(1.9)	9(8.6)	44(41.9)	44(41.9)	4.12
6. My fair and free of bias personality influence teaching and learning	5(4.8)	8(7.6)	7(6.7)	27(25.7)	58(55.2)	4.19
7. My supporting and giving sympathy to students influence teaching and learning	5(4.8)	6(5.7)	3(2.9)	54(51.5)	38(36.2)	4.10
Grand Mean						4.11

Findings in table 4.6 above show the teachers responses on the extent the teacher personality influence teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis. In the first place, I wanted to find out from the teacher how their meticulous and perfectionist personality influence teaching and learning. With this statement, 6 of the teachers representing 5.7% strongly disagreed, 7(6.7%) disagreed, 5(4.8%) were not sure, 69(65.7%) agreed while 18(17.1%) strongly agreed. The mean score of 3.82 implies that averagely the teachers agreed that their meticulous and perfectionist personality influence teaching and learning.

Again, 6(5.7%) strongly disagreed their friendly and sociable influence teaching and learning and 6(5.7%) disagreed, 8(7.6%) were not sure, 40(38.1%) agreed while 47(44.8%) strongly agreed to that statement. The mean score of 4.09 fell in the category

of strongly agreed. This implies that averagely, the teachers strongly agreed that their friendly and sociable relationship influence teaching and learning

Moreover, I wanted to find out from the teachers if their forceful and controlling environment influence teaching and learning. With this statement, 6 of the teachers representing 5.7% strongly disagreed, 10(9.5%) disagreed, 3(2.9%) were not sure, 31(29.5%) agreed while 55(52.4%) strongly disagreed. The mean score of 4.13 implies that averagely the teachers strongly agreed that their forceful and controlling environment influence teaching and learning.

The researcher further wanted to find out from the teachers if their patient and enduring personality influence teaching and learning. With this statement, 4 of the teachers representing 3.8% strongly disagreed, 5(4.8%) disagreed, 7(6.7%) were not sure, 27(25.7%) agreed while 62(59%) strongly agreed. The mean score of 4.31 implies that averagely the teachers strongly agreed that their patient and enduring personality influence teaching and learning.

Again, I wanted to find out from the teachers if their attention-seeking personality influence teaching and learning. With this statement, 6 of the teachers representing 5.7% strongly disagreed, 2(1.9%) disagreed, 9(8.6%) were not sure, 44(41.9%) agreed while another 44(41.9%) strongly agreed. The mean score of 4.12 implies that averagely the teachers strongly agreed that their attention-seeking personality influence teaching and learning.

The researcher further wanted to find out from the teachers if their fair and free of bias personality influence teaching and learning. With this statement, 5 of the teachers representing 4.8% strongly disagreed, 8(7.6%) disagreed, 7(6.7%) were not sure,

27(25.7%) agreed while 58(59%) strongly agreed. The mean score of 4.19 implies that averagely the teachers strongly agreed that their fair and free of bias personality influence teaching and learning.

Lastly, I wanted to find out from the teachers if their supporting and giving sympathy to students influence teaching and learning. With this statement, 5 of the teachers representing 4.8% strongly disagreed, 6(5.7%) disagreed, 3(2.9%) were not sure, 54(51.5%) agreed while 38(36.2%) strongly agreed. The mean score of 4.10 implies that averagely the teachers strongly agreed that their supporting and giving sympathy to students influence teaching and learning.

In summary, majority of teachers strongly agreed that their patient and enduring personality influence teaching and learning. This finding was in line with that of Järllström (2000) who noted that teacher's patient and enduring lead teacher to perform effectively. The finding was in support of Patrick (2011) who claimed that teacher patient and enduring behavior motivate the learners to focus on their studying that improve their learning. Judge and Bono (2000) further noted positive correlation coefficient between personality characteristics patient and endurance and students' effective learning.

The finding was in line with Burns (2008) who noted that teachers dedicate to their students, with an unwavering commitment to their education and well-being improves teaching and learning. Davis (2006) added that in the face of students' frustration, a patient and enduring teacher continues trying to reach each of their students, and they exercise the patience needed to ensure that a disinterested student still learns.

4.4.3. Research Question Three - How do the heads leadership style influence effective teaching and learning in senior high school in Bantama Sub-Metro in the Kumasi Metropolis?

The third research question intended to find out from the teachers if their heads' leadership style influence teaching and learning. Their responses were presented in Table 4.7 below.

Table 4.7: Heads Leadership Style Influence Effective Teaching and Learning in Senior High School in Bantama Sub-Metro in the Kumasi Metropolis

Statements	SD	D	N	A	SA	Mean
1. The head master seeing to the welfare of the teachers and students influence teaching and	11(10.5)	10(9.5)	13(12.4)	57(54.3)	14(13.3)	3.50
2. The head making every member of staff to be relevant in the school system influences teaching	5(4.8)	3(2.9)	4(3.8)	31(29.5)	62(59)	4.35
3. My head enforcing discipline among students and teachers leads to achieving better academic	6(5.7)	8(7.6)	7(6.7)	26(24.8)	58(55.2)	4.16
4. The individual needs of the teachers and students being considered by the head leads to better academic performance of	14(13.3)	22(21)	27(25.7)	26(24.8)	16(15.2)	3.08

Statements	SD	D	N	A	SA	Mean
5. Community involvement in the school administration has positive effect on the academic	10(9.5)	15(14.3)	4(3.8)	50(47.6)	26(24.8)	3.64
Grand Mean						3.74

Findings in table 4.7 above show the teachers' responses on the heads' leadership style influencing teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis. In the first place, I wanted to find out from the teachers if their head masters seeing to the welfare of the teachers and students influence teaching and learning. With this statement, 11 of the teachers representing 10.5% strongly disagreed, 10(9.5%) disagreed, 13(12.4%) were not sure, 57(54.3%) agreed while 14(13.3%) strongly disagreed. The mean score of 3.50 implies that averagely the teachers agreed that their headmasters' seeing to the welfare of the teachers and students influence teaching and learning.

Again, 5(4.8%) strongly disagreed that their heads making every members of staff to be relevant in the school system influence teaching and learning, 3(2.9%) disagreed, 4(3.8%) were not sure, 31(29.5%) agreed while 62(59%) strongly agreed to that statement. The mean score of 4.35 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed that the heads' making every member of staff to be relevant in the school system influence teaching and learning.

Moreover, I wanted to find out from the teachers if head enforcing discipline among students and teachers leads to achieving better academic goals. With this statement, 6 of the teachers representing 5.7% strongly disagreed, 8(7.6%) disagreed,

7(6.7%) were not sure, 26(24.8%) agreed while 58(55.2%) strongly agreed. The mean score of 4.16 implies that averagely the teachers strongly agreed that the heads enforcing discipline among students and teachers leads to achieving better academic goals.

The researcher further wanted to find out from the teachers if individual needs of the teachers and students are considered by the head there will be better academic performance of the students. With this statement, 14 of the teachers representing 13.3% strongly disagreed, 22(21%) disagreed, 27(24.8%) were not sure, 26(24.8%) agreed while 16(15.2%) strongly agreed. The mean score of 3.08 implies that averagely the teachers agreed that if individual needs of the teachers and students are considered by the heads there will be better academic performance of students.

Moreover, I wanted to find out from the teachers if community involvement in the school administration has positive effect on the academic achievement of the students. With this statement, 10 of the teachers representing 9.5% strongly disagreed, 15(14.3%) disagreed, 4(3.8%) were not sure, 50(47.6%) agreed while 26(24.8%) strongly agreed. The mean score of 3.64 implies that averagely the teachers agreed that community involvement in the school administration has positive effect on the academic achievement of the students.

In summary, majority of the teachers strongly agreed that head making every member of staff to be relevant in the school system influence teaching and learning. This finding was in line with Robbins (2003) who noted that teacher recognition is a key determinant to teaching and learning. The finding also support that of Reeve (2001) who claimed that teacher recognition improve job satisfaction that in turn enhance teaching

and learning. Again, the finding was in line with that of Mbua (2003) who indicated that school heads widely agree that teacher recognition is a critical determinant of performance in the school. To them teaching and learning depend on teachers' recognition. The finding concur with that of Gupta (2009) who noted that teachers are encouraged when they feel relevant by their head teachers and that motivate them to work harder. Gupta (2009) further added that teachers are proud to work in such situation even in poor school infrastructure. Okumbe (2008) also added that head teachers recognizing helps to build confidence that in turn improve teachers' performance.

4.4.4. Research Question Four – How does the heads instructional supervision influence effective teaching and learning in senior high school in Bantama Sub-Metro in Kumasi Metropolis?

This section of the research question was meant to identify if heads instructional supervision influence teaching and learning.. The teachers' responses were recorded in Table 4.8 as follows:

Table 4.8: Heads Instructional Supervision Influencing Effective Teaching and Learning in Senior High School in Bantama Sub Metro in Kumasi Metropolis

Statements	SD	D	N	A	SA	Mean
1.Heads monitoring students discipline influence teaching and learning	5(4.8)	14(13.3)	6(5.7)	21(20)	59(56.2)	4.10
2. Heads talking to teachers as colleagues and discussing classroom affairs with them influencing teaching and learning	4(3.8)	1(1.0)	6(5.7)	46(43.8)	48(45.7)	4.27
3. Heads maintaining school climate that is conducive for teaching and learning influence teaching and learning	4(3.8)	3(2.9)	3(2.9)	18(17.1)	77(73.3)	4.53
4. Heads regularly evaluating teachers' instructional methods and making contribution without obviously being judgmental influencing teaching and learning	4(3.8)	2(1.9)	2(1.9)	25(23.8)	72(68.6)	4.51
Grand Mean						4.35

Table 4.8 above shows the teachers' views on the heads instructional supervision influencing teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis. The teachers were asked if their head teachers monitoring students discipline influencing teaching and learning. With this statement, 5 of the teachers

representing 4.8% strongly disagreed, 14(13.3%) disagreed, 6(5.7%) were not sure, 21(20%) agreed while 59(56.2%) strongly agreed. The mean score of 4.10 implies that averagely the teachers strongly agreed to that statement.

The researcher wanted to find out from the teachers if their head teachers talking to teachers as colleagues and discussing classroom affairs with them influence teaching and learning and 4 of the teachers representing 3.8% strongly disagreed, 1(1.0%) disagreed, 6(5.6%) were not sure, 46(43.8%) agreed while 48(45.7%) strongly agreed. The mean score of 4.27 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed that heads talking to teachers as colleagues and discussing classroom affairs with them influence teaching and learning.

Moreover, I wanted to find out from the teachers if their head teachers maintaining school climate that is conducive for teaching and learning influencing teaching and learning and 4 of the teachers representing 3.8% strongly disagreed, 3(2.9%) disagreed, 3(2.9%) were not sure, 18(17.1%) agreed while 77(73.3%) strongly agreed. The mean score of 4.53 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed that their head teachers maintaining school climate that is conducive for teaching and learning influence teaching and learning.

Lastly, I wanted to find from the teachers that if their heads regularly evaluating teachers' instructional methods and making contribution without obviously being judgmental influence teaching and learning and 4 of the teachers representing 3.8% strongly disagreed, 2(1.9%) disagreed, 2(1.9%) were not sure, 25(23.8%) agreed while 72(68.6%) strongly agreed. The mean score of 4.51 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed that heads' regularly

evaluating teachers' instructional methods and making contribution without being judgmental influence teaching and learning.

Comparison of Factors Influencing Effective Teaching and Learning in Senior High School in Bantama Sub-Metro in Kumasi Metropolis

Even though, teachers' involvement in decision making, teachers' personality, heads' leadership style and heads' leadership effectiveness had impact on teaching and learning, this does not necessarily mean that they have equal impact. Table 4.9 below clearly compares their impact on teaching and learning.

Table 4.9: Summary of Factors Influencing Effective Teaching and Learning in Senior High School in Bantama Sub Metro in the Kumasi Metropolis

Factors Influencing Teaching and Learning	Grand Mean	Severity Rank
Teachers involvement in decision making	3.94	3 rd
Teachers Personality	4.11	2 nd
Leadership Style	3.74	4 th
Instructional Supervision	4.35	1 st

The grand mean in the above table clearly depicts that teachers strongly agreed that their head masters' instructional supervision highly influences teaching and learning. This was seen on their grand mean scores of 4.35. According to the Likert scale used, 1 = strongly disagree, 2 = disagree, 3 = Not sure, 4 = agree while 5 = strongly agree. Looking at the grand mean score of 4.19, it falls in the category of strongly agree. This finding was in line with Etsey (2005) who noted that head teachers instructional

supervision highly yielded effective teaching and learning that in turn improve students' academic performance. The findings also supported that of Reboire (2001) who emphasized that head teachers' instructional supervision in which the heads monitor both students and teachers' discipline enhance teaching and learning; vetting of teachers' lesson notes; regular visits to the classroom to observe teachers' lesson presentation and issuing confidential feedback; observing teachers' attendance and punctuality and regular checking of pupils' exercises to find out teachers' output of work put both teachers and students on their responsibilities. This implies that when head teachers regularly supervise teachers, instructional supervision makes contribution without obviously being judgmental, teaching and learning improve.

This implies that heads instructional supervision and teacher performance in a school is an essential element for the continued effective performance of teachers in a school. Head teacher monitoring enables teachers to improve instruction for pupils to benefit. This means that without supervision, teachers are most unlikely to deliver the desired quality of teaching.

The finding was also in line with Ben and Harris (2005) who noted that good administration practices of head teachers are always reflected in the good performance of the school. This implies that schools that have effective leadership supervision tend to perform well as compared to school that has inefficient head teachers. This shows that head instructional supervision has an impact in teaching and learning.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the major findings of the study, which investigates the factors that contribute to effective teaching and learning in the public senior high schools in Bantama Sub-Metro in the Kumasi Metropolis. This chapter includes the summary of the research findings, and conclusions from the results and finally the recommendations for further studies.

5.2. Summary of Findings

The study attempted to investigate the factors that contribute to effective teaching and learning in the public senior high schools in Bantama sub-Metro in the Kumasi Metropolis. The following research questions were posed to guide the study:

1. How do the teachers involvement in decision making influence teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis?
2. To what extend does teacher personality influence teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis?
3. How does the heads leadership style influence teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis?
4. How does the heads instructional supervision influence teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis?

The following findings were arrived at in the present study:

1. The research question one sought to find out how the teachers' involvement in decision making influence teaching and learning in senior high school in Bantama sub- metro in the Kumasi Metropolis revealed that majority of teachers strongly agreed that their heads not consulting teachers whenever they want to pass final resolution in school meeting is negatively affecting teaching and learning
2. The research question two sought to find out the extent to which teachers personality influence teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis and it was revealed that majority of teachers strongly agreed that their patient and enduring personality influence teaching and learning
3. Moreover, the third research question which sought to find out the extent to which heads' leadership style influence teaching and learning in senior high school in Bantama sub- metro in the Kumasi Metropolis revealed that majority of the teachers strongly agreed that their heads making every member of staff to be relevant in the school system influence teaching and learning
4. Finally, the last research question that sought to find out the extent to which heads instructional supervision influence teaching and learning in senior high school in Bantama sub-metro in the Kumasi Metropolis revealed that majority of the teachers strongly agreed that heads maintaining school climate that is conducive for teaching and learning influence teaching and learning.

5.3. Conclusion

Based on the findings of the study, it can be concluded that; teachers' involvement in school decision-making leads to the school improvement programs, school activities and teachers teaching effectiveness and students learning abilities. Teachers desired personality as perceived by their students in their classes not only can lead their students towards leaving shyness but also help them in building a strong interaction with their peers and inspire them into being successful learners. The leadership style of the head masters that enable them to recognize their teachers' influence teaching and learning and headmasters' instructional supervision that breeds good school environment that is conducive for teaching and learning also influence effective teaching and learning.

5.4. Recommendations

From the results of the study, the following recommendations were made:

1. Head masters should recognize the importance of involving teachers in the school decision-making process and the positive impact that teacher involvement can have on teaching and learning.
2. Government should organize seminars, conferences and workshops frequently to sensitize teachers on the need to always display acceptable behaviour or personality while interacting with their students, in and outside the classroom.
3. The school heads should not relent on their oars in sustaining the leadership style in the school system but exhibit leadership style desired by the teachers.

4. Head masters should set time for instructional supervision in schools because it is one of the roles that positively influence teaching and learning.

5.5. Recommendations for Future Research

The areas suggested by the study for further research include:

1. Challenges facing head masters on instructional supervision in public senior high schools.
2. Strategies to improve teachers' participation in school decision making processes.
3. Teacher personality traits and students self confidence in learning.
4. Head masters leadership styles and teachers job performance.



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APPENDIX A

SELF ADMINISTERED QUESTIONNAIRE FOR GRADUATE TEACHERS

Dear Respondent,

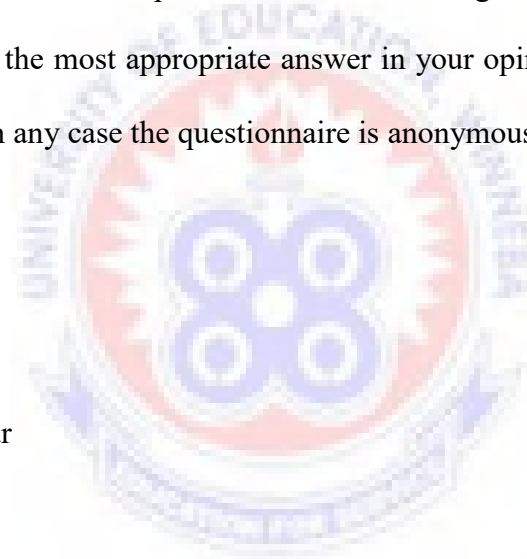
I am carrying out a study on the topic ‘‘ *Factors Contributing to Effective Teaching and Learning in Public Senior High Schools in Bantam Sub Metro in Kumasi Metropolis*’’.

It is against this background that you have been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

Dina Donkye Arthur

(Researcher)



SECTION A

RESPONDENTS' BACKGROUND INFORMATION

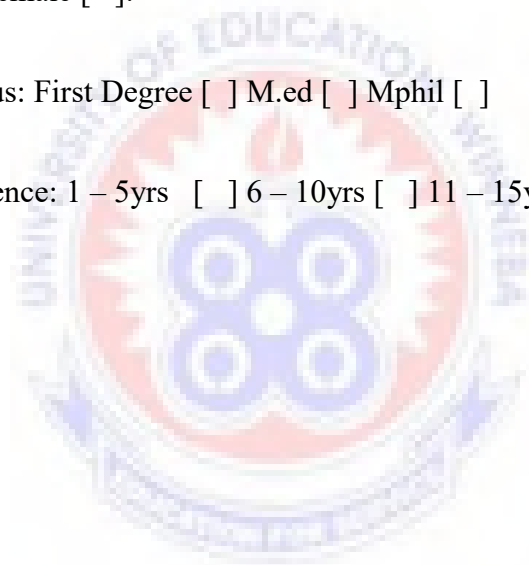
Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right wrong or answer therefore no particular response is targeted.

1. Age: Less than 30[]. 31- 40[].41 - 50[] 51+ []

2. Sex: Male []. Female [].

3. Educational Status: First Degree [] M.ed [] Mphil []

4. Teaching Experience: 1 – 5yrs [] 6 – 10yrs [] 11 – 15yrs [] 16+yrs []



SECTION B**TEACHERS QUESTIONNAIRE**

Instruction: Please rate the following statements on a scale of 1 to 5, where 1 = Strongly

Disagree 2= Disagree 3= Not Sure, 4 = Agree and 5 = Strongly Agree.

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongl y Agree
1. My head not considering teachers suggestions in decision making for running of the school is affecting teaching and learning					
2. My head not considering teachers' view in final decision-making of the school is affecting teaching and learning					
3. The head not consulting teachers whenever he/she wants to pass final resolution in school meeting is affecting teaching and learning					
4. The head not allowing teachers to demonstrate high degree of innovativeness and creativity in decision making process of the school is affecting					

teaching and learning					
5.The head not encouraging co-operation among the teaching staff during the decision-making process of the school is affecting teaching and learning					
6. My meticulous and perfectionist personality influence teaching and learning					
7. My friendly and sociable influence teaching and learning					
8. My forceful and controlling environment influence teaching and learning					
9. My patient and enduring personality influence teaching and learning					
10. My attention-seeking personality influence teaching and learning					
11.My fair and free of bias personality influence teaching and learning					
12..My supporting and giving sympathy to students influence teaching and learning					
13. The head master seeing to the welfare of the teachers and students influence teaching and learning					

<p>14. The head making every members of staff to be relevant in the school system influence teaching and learning</p>					
<p>15. My head enforcing discipline among students and teachers leads to achieving better academic goals</p>					
<p>16. The individual needs of the teachers and students are considered by the head thus better academic performance of the students</p>					
<p>17. Community involvement in the school administration has positive effect on the academic achievement of the students</p>					
<p>18. Heads monitoring students discipline influencing teaching and learning</p>					
<p>19. Heads talking to teachers as colleagues and discusses classroom affairs with them influencing teaching and learning</p>					
<p>20. Heads maintaining school climate that is conducive for teaching and learning influencing teaching and learning</p>					

21. Heads regularly evaluating teachers' instructional methods and makes contribution without obviously being judgmental influencing teaching and learning					
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