



## Role of Administrators in Promoting Positive School Environment For Tutors and Student Well-Being: A Case Study of Some Schools in Ghana

Alberta Aseye Ama Duhoe <sup>1</sup>, Samuel Kwabla Segbefia <sup>2</sup>

**Abstract:** Creating a positive school environment that promotes the well-being of students is an essential aspect of education. Teachers and administrators are instrumental in shaping this environment. The study investigates the role of administrators in fostering a positive school environment and supporting teachers and students at schools in Ghana's Volta Region. The study was underpinned by the theory of Social-Emotional Learning (SEL). Social-Emotional Learning (SEL) theory helps teachers and administrators understand their role in fostering a positive school climate and student well-being. Social and emotional skills are crucial to academic and personal success, according to this view. The study employed a case study approach as its research design. Interviews were conducted with 10 informants who were carefully selected from the basic to the tertiary institutions in Ghana. The study findings indicate that creating a culture of respect, inclusion, and collaboration among students, teachers, and administrators is essential for fostering a positive school environment. Teachers and administrators can promote student well-being by offering emotional and psychological support, promoting healthy habits and lifestyles, and fostering a secure and supportive learning environment. The study emphasises the significance of ongoing professional development for teachers and administrators to equip them to effectively promote a positive school environment and support the well-being of students.

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Administrators, Teachers, Students, Positive Schools' Environments, Well-Being

### Introduction

The significance of school administrators in fostering a favourable school atmosphere and aiding in the welfare of educators and learners is of utmost significance. The examination of the contributions made by administrators in selected schools towards the creation of a favourable learning environment is imperative in the Volta Region of Ghana, where education plays a pivotal role in the region's socio-economic development. The present study investigates the distinct approaches utilised by administrators within the Volta Region to cultivate a favourable school atmosphere and augment the welfare of educators and learners. Scholarly literature has consistently emphasised the significant impact of school administrators in shaping the overall school climate (Evertson & Weinstein, 2013; Leithwood, Louis, Anderson, & Wahlstrom, 2004). The overall climate and well-being of a school are significantly influenced by the leadership styles, decision-making practises, and interactions of its staff and students. Research has indicated that

<sup>1</sup> Department of Languages, St Francis College of Education, Hohoe-Ghana, duhoe12@gmail.com, ORCID: 0000-0002-4776-0336

<sup>2</sup> Department of Business and Social Sciences Education, College of Education Studies, University of Cape Coast, samsegbefia329@gmail.com, ORCID: 0000-0002-8246-5287

proficient leadership exhibited by administrators can augment teacher job satisfaction, motivation, and instructional practises, which in turn can result in better student outcomes and well-being (Bass, 1990; Leithwood et al., 2004). The present study centres on the Volta Region of Ghana and aims to investigate the approaches and techniques utilised by educational administrators to cultivate a favourable educational milieu. The Volta Region encounters distinctive obstacles, such as restricted resources and varied socio-cultural circumstances, that require a thorough investigation of how administrators manage these challenges to establish an ideal educational setting. The objective of this study is to gain insights into effective practises that foster a positive school climate and promote the well-being of tutors and students in the Volta Region. This will be achieved by analysing the specific initiatives and leadership approaches implemented by administrators. The results of this study have the potential to provide valuable insights for policymakers and practitioners, thereby facilitating improvements in educational experiences and outcomes within the region.

### **Statement of the Problem**

The significance of school administrators in fostering a favourable school atmosphere and aiding educators and learners is imperative for upholding educational excellence in the Volta Region of Ghana. Notwithstanding the importance of the contributions made by administrators, there exists a dearth of extensive research that delves into the precise tactics employed by administrators in certain schools located in the Volta Region with the aim of cultivating a favourable school atmosphere and augmenting the welfare of educators and learners. The extant body of literature highlights the significant influence of administrators in moulding the school milieu and its effects on the well-being of teachers and students (Evertson & Weinstein, 2013; Leithwood et al., 2004). Nonetheless, the Volta Region context presents distinctive challenges, including but not limited to scarce resources and heterogeneous socio-cultural settings, that have not been extensively investigated in the existing literature. The identified gap in research calls for a thorough investigation into the methodologies and approaches utilised by school administrators in specific educational institutions located in the Volta Region. The objective is to facilitate the cultivation of a favourable school atmosphere. The objective of this study is to provide insight into effective strategies that promote the well-being of teachers and students in the region by examining the distinct initiatives, leadership styles, and decision-making methods employed by administrators. The study's results would offer significant contributions to the understanding of the responsibilities of administrators in fostering a favourable educational setting and enhancing the welfare of educators and learners in the Volta Region. The observations possess the potential to shape educational policies and practises. This can aid educational administrators, policymakers, and stakeholders in devising focused interventions and initiatives that augment the educational encounters and achievements in the locality.

### **Research Questions**

The study was guided by four research Questions.

1. What Are the Perceptions of Students Towards the Roles of School Administrators?
2. How do school administrators' leadership styles impact the overall school climate and well-being of students and teachers?
3. How do school administrators handle challenges of balancing academic performance and needs of teachers and students?
4. What are the most effective strategies for school administrators to promote a positive school environment to support teachers and students' well-being?

### **Literature Review**

#### ***Theoretical Framework***

The study was underpinned by theory of Social-Emotional Learning (SEL) which had been developed and expanded upon by multiple scholars and researchers. One of the leading proponents of SEL theory is Daniel Goleman, who introduced the concept of Emotional Intelligence (EI) in his book "Emotional Intelligence: Why It Can Matter More Than IQ" (1995). Goleman's work has been influential in highlighting the importance of social and emotional skills in individuals' success and well-being, both in personal and professional contexts. He argues that EI is a crucial component of success and that it can be developed and enhanced through education and training.

The theory of Social-Emotional Learning (SEL) provides a strong foundation for understanding the role of teachers and administrators in promoting a positive school environment and supporting student well-being. This theory emphasizes the importance of developing students' social and emotional competencies, which are essential for their academic and personal success (Eser, 2022).

Research has shown that a positive school environment, characterized by supportive relationships, clear expectations, and opportunities for meaningful engagement, is crucial for students' well-being and academic achievement. Teachers and administrators play a critical role in creating such an environment, and the SEL approach provides them with a framework for doing so. For example, in a study conducted by Durlak et al. (2011), the researchers examined the impact of SEL programs on students' academic achievement, social-emotional skills, and behavior. The study involved a meta-analysis of 213 studies that implemented SEL programs in schools. The findings revealed that SEL programs significantly improved students' academic achievement and social-emotional competencies and reduced negative behaviors such as aggression and substance abuse. These findings highlight the importance of promoting a positive school environment and supporting student well-being through SEL. Teachers and administrators can create such an environment by implementing SEL programs and strategies that focus on developing students' social and emotional competencies. This could involve teaching students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Furthermore, the SEL approach aligns with the current research on brain development, which highlights the critical role of social and emotional experiences in shaping the brain's architecture. Therefore, teachers and administrators who promote a positive school environment and support student well-being through SEL are not only contributing to students' academic success but also to their lifelong well-being.

**Perceptions of Students Towards the Roles of School Administrators.** Hakki and Kalayci's (2013) investigated the relationship between students' perceptions of the quality of school life and their level of school engagement. A research investigation was carried out on a cohort of 410 pupils who attended ten educational institutions situated in the central regions of Cankiri province during the academic period of 2011–2012. The respondents completed the 'Scale for School Engagement' and the 'Scale for Quality of School Life'. The data underwent analysis utilizing various statistical techniques, including arithmetical mean, standard deviation, percentage, frequency, correlation, and regression. The research findings suggest a significant correlation between students' perceptions of the quality of school life and their level of school engagement.

Karata, and Ismet (2015) investigated how school administrators view school counsellors and their responsibilities. The study discovered that while school administrators typically see counselling services favourably and work cooperatively with counsellors, there is disagreement among administrators regarding the duties and goals of school counsellors. To improve the efficiency and efficacy of school counsellors, the study contends that it is critical to look into the attitudes and perceptions of school administrators regarding counsellors.

Kartal (2016) examined institutional culture. 56 school administrators who were chosen

based on the volunteering concept participated in the study. The researcher created an interview form to collect the data, which was then subjected to content analysis. The results imply that school administrators have mixed feelings about their institutional culture and cultural diversity. The study concluded that the environment plays a significant role in defining culture. Naidoo (2019) contended that one of the causes of the ongoing deterioration in student performance and the subpar educational outcome in public schools is the inadequate leadership exhibited by many principals. The study investigates how teachers and members of the school management team view the leadership skills displayed by principals who hold the Advanced Certificate in Education: School Leadership and Management (ACESLM) credential. The results show that because of active teaching and learning, principal leadership development is essential for school improvement. The study highlighted the value of formal education in strengthening career development programmes for current and future South African principals.

**Administrators' Leadership Styles that Impact the Overall School Climate and Well-Being of Students and Teachers.** Amedome (2018) investigated the potential impact of leadership style on the climate of several Senior High Schools in the Hohoe Municipal in Ghana's Volta Region. The study aims to determine the dominant leadership philosophies used by senior high school heads in the chosen schools, to learn how teachers viewed those philosophies, to assess the organisational climate of the chosen schools, and to determine the relationship between leadership philosophies and school climate. The study found that the heads of the chosen SHS tended to utilise democratic leadership styles, that the school atmosphere in the chosen schools was favourable, and that there was an inverse link between the school climate and the leadership style of the head. According to the study's findings, senior high school heads who have been at their current institution for more than ten years should be transferred to another, they should continue taking educational leadership courses, teachers should take in-service courses in educational leadership, and heads should involve teachers and students in decision-making in all situations involving school administration to promote a positive learning environment.

Simbre et al (2023) examine how students perceive the school climate in relation to the leadership styles used by school administrators. The study included 1018 participants, including 907 students and 111 school administrators from 24 different schools. It was conducted using a mixed-methods research approach. The most prevalent leadership style among school administrators was identified using the Multifactor Leadership Questionnaire (MLQ), while student opinions of the school climate were evaluated using the SCAI Secondary General Version. According to the study, inspirational motivation, management by exception, contingent rewards, and transformational leadership are the most common forms of leadership, while laissez-faire, idealised influence, and intellectual stimulation are the least common. Only two out of forty-two connections between leadership style and school climate were significant, according to the study. The study states that in order to establish the optimal learning environment, which will enhance the calibre of teaching and learning and, ultimately, school performance, school administrators and teachers need to understand the amount of transformational leadership and the school climate.

**Challenges School Administrators Face in balancing Academic Performance and Needs of Teachers and Students.** McBrayer, et al (2018) explored the need for integrated models of leadership in education and identifies four leadership philosophies: transformational, transactional, instructional, and inspiring. The report also highlights how leadership style affects student learning and achievement as well as its function in fostering a healthy school culture. Wise (2015) study sheds light on the difficulties experienced by principals of US public schools. Over 10,000 US principals were chosen at random to receive a survey from the authors, and written replies from a representative sample were then examined for content and themes. According to the findings, principals are currently dealing with a variety of new obstacles in education, such as the

devastating consequences of poverty, mounting demands on students' academic performance, the disintegration of communities, a lack of funding, and a lot of other problems. These principals' opinions imply that we must completely re-evaluate our administration training programmes. The report further notes that although the poll received fewer replies than those indicated above, other notable problems were also raised by the principals who responded.

Andrew et al(2020) investigated the impact of these challenges on the academic achievement of pupils. The research highlights a range of obstacles, including inadequate funding, inadequate collaboration with educational stakeholders, excessive student enrollment, insufficient infrastructure, insufficient teaching and learning resources, and a scarcity of educators. The challenges have had an adverse impact on the academic achievements of both educational institutions and students, resulting in increased rates of student absenteeism. The study suggests that educational stakeholders should increase their investment in education through the implementation of diverse income-generating activities within schools, construction of school infrastructures, and provision of additional funding to schools.

**Effective Strategies for School Administrators to Promote a Positive School Environment.** Elfrink, et al (2017). discussed a pilot study of the Positive Education Programme, a whole-school strategy for promoting children's wellbeing and fostering a supportive learning environment in Dutch primary schools. The curriculum takes a competency skill enhancement approach with a focus on fostering children's strengths and uplifting moods. A process and impact evaluation of the program's implementation in two schools is part of the study. The evaluation looks at how PEP was implemented, how participants interacted with important elements, and how PEP affected the programming. The results show that parents and staff have generally favourable sentiments about PEP's essential elements. Preliminary data from standardised surveys shows that PEP has a beneficial effect on students' self-reported well-being and problem behaviour, teachers' understanding of students' strengths, and the general mood of the classroom. The distribution of doable tactics and resource materials with an activity focus was regarded as crucial to the continued PEP implementation. The study concludes that greater investigation of the effectiveness of PEP in comparison to "business as usual" is required.

Kuo, and Wang, (2019) contended that effective teaching and student well-being can both be enhanced by instructors' employment of positive disciplining techniques. Teenage learners with learning difficulties and special education teachers in Taiwan were the subjects of the study. The authors employed structural equation modelling to assess the data and created a scale for rating positive discipline tactics. The findings confirmed the hypothesised model and showed a connection between effective classroom management and better student and teacher performance. The relevance of special educators utilising positive discipline techniques is emphasised in the report.

## **Method**

### **Research Design**

The study used a qualitative case study as its method. An in-depth examination of a specific person, group, or organisation in its natural environment is the focus of a case study, a qualitative research design (Yin, 2018). A case study is, in the words of Creswell (2014), "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident." Case studies are frequently used in social science research, especially in areas like business, psychology, and education, to develop new theoretical insights and to obtain a deeper knowledge of complicated events.

### **Population and Sample size**

The targeted population of the study was selected school administrators, teachers and

students in educational institutions in the Volta region. These includes administrators at the five (5) pre-tertiary, two (2) tertiary institutions and some officers in the Ghana Education Service (GES) at Kpando.

The study used purposive sampling techniques to sample 10 respondents which include eight administrators, and two students.

### Ethical Procedures

In this study all rules were followed stated in the directive of Scientific Research and Publication Ethics of Higher Education Institutions. All participants took part anonymously and voluntary in the survey.

### Results

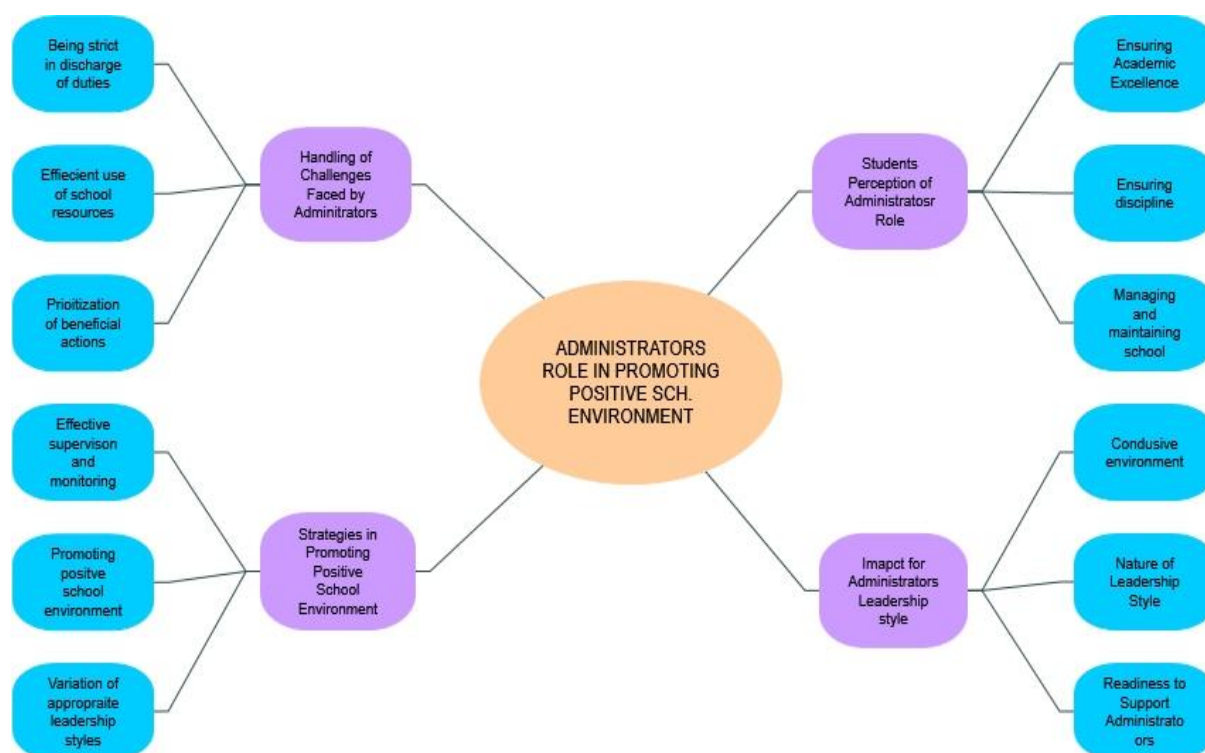


Figure 1. Central Theme, Main Themes and Sub-Themes Showing Administrators Roles in Promoting Positive School Environment in Selected Schools in Volta Region.

### Mind Map

The informants' ideas were also brainstormed using the mind map (Zamawe, 2015). The thinking level from a single theme is depicted in a mind map, which is casually provided promptly and spontaneously (McNiff, 2016; Richards, 2002). In the meanwhile, a mind map can be utilized to explore the thematic exposures. The study explored Perceptions of students towards the roles of school administrators, administrators' leadership styles impact the overall school climate and well-being of students and teachers, how do school administrators handle challenges of balancing academic performance and needs of teachers and students and the most effective strategies for school administrators to promote a positive school environment to support teachers and students' well-being. As a result, there is a central theme; administrators' role in ensuring positive school environment, four themes and three sub-themes each under the themes. These variables aid the determining administrator's role is ensuring positive schools' environment.

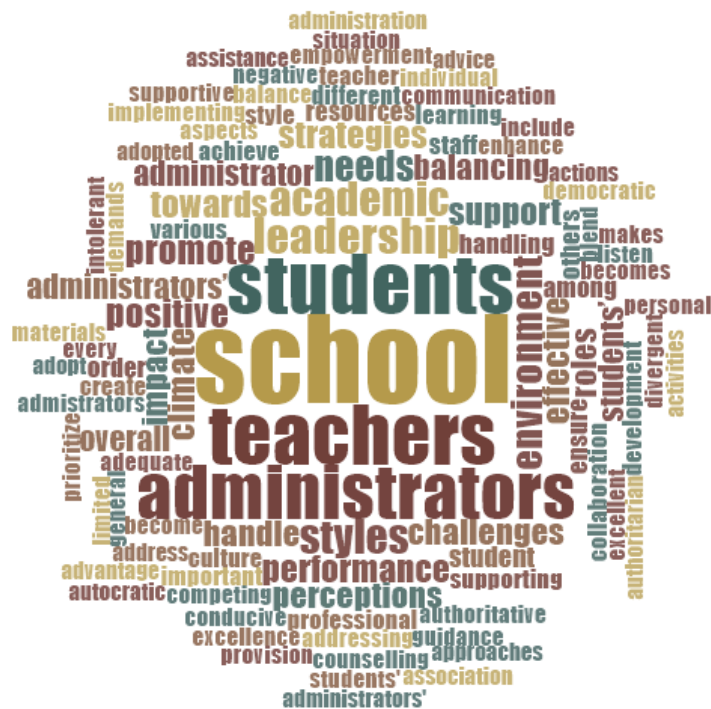


Figure 2: Word Cloud

### Word Cloud

The results are also presented in the form of word cloud by applying a word frequency query (McNiff, 2016; Richards, 2002). Word clouds show the most used and repeated words in the thematic analysis (Zamawe, 2015). Thematic analyses of the present study show that the words such as: school, students, teachers, administrators, and leadership academic styles environment, needs, positive, promote, climate were most used. The size of the word shows its frequency during the interviews.

#### **What Are the Perceptions of Students Towards the Roles of School Administrators?**

The first research question sought to explore the perceptions students have towards the roles of school administrators. The respondents were of the view that administrators' roles are very vital to the success of every educational institution this is because for an educational institution to progress or retrogress it all depends on how effective administrators play their roles and discharge their duties well and diligently. Three sub-themes were generated from the views of the respondents as to what they think administrators' roles were. These are the Ensuring Academic Excellence, Ensuring Discipline, Managing and maintaining healthy school.

#### ***Ensuring Academic Excellence***

The first sub-theme was generated under research question 1(theme one) was that one of the roles of administrators as perceived by students was to ensure that they maintain academic excellence in their institutional roles including making sure necessary resources and logistics available to ensure effective continuous teaching and learning to go on to ensure students maximum academic achievement. Below are some of the views respondents expressed:

Admin001 for instance said that:

*“These students may view administrators as individuals who can help them with personal or academic issues.”*

Admin009 added that:

*“Students may not necessarily have common perceptions of the roles of a school Administrator. This notwithstanding, every student expects a school administrator to project the school as one of the best if not the best by working towards excellent academic performance.”*

### ***Ensuring Discipline***

The second sub-theme was generated under research question 1(theme one) was that another role of administrators as perceived by students was to perform disciplinary roles in their institution, these disciplinary roles includes administrators set rules, enforce consequences, reinforce positive behavior, maintain open lines of communication, teach conflict resolution skills, provide professional development opportunities, collaborate with support staff, involve students in the disciplinary process, engage parents and guardians in the process, and implement school-wide initiatives to promote positive behavior, character development, and a sense of community. Below are some of the views respondents expressed:

Admin 001 for instance stated that:

*“Many students view school administrators as primarily responsible for maintaining discipline within the school environment. They may see them as enforcers of rules and regulations, and as individuals who have the power to punish or reward students based on their behaviour.”*

Admin 004 also added that:

*“They are just difficult and unwilling to help.”*

In support Admin 004, Admin 007 said that:

*“They are Strict.”*

Similarly, to Admin 001, Admin 009 added that:

*“Students may not necessarily have common perceptions of the roles of a school Administrator. This notwithstanding, every student expects a school administrator to project the school as one of the best if not the best by working towards excellent academic performance. To achieve this, students expect the Administrator to ensure discipline among both staff and students, ensure the provision of the necessary facilities and materials for academic work, ensure effective monitoring and supervision.”*

### ***Managing and Maintaining School***

The third sub-theme was generated under research question 1(theme one) was that another role of administrators as perceived by students was to main and manage the school environment in their institution, The efficient management and upkeep of the school environment by administrators is crucial in establishing an ideal atmosphere that promotes academic success, cultivates a favorable school ethos, and guarantees the general welfare of the school populace. Below are some of the views of respondents expressed:

Admin 001 & Admin 005

*“The role is an important one. Other students may perceive school administrators as a support system, who are available to listen to their concerns, offer advice, and provide guidance.”*

Admin 010 added that:

*“They are supporting staff to management and office.”*

Similarly, Admin 002 also indicated that:

*“Students' perceptions of school administrators are varied and influenced by individual experiences, school culture, and personal beliefs. Generally, administrators are viewed as responsible for managing and maintaining the school, but some students may see them as supportive while others view them as distant and rule oriented. The perception of school administrators is complex and can differ among students due to various factors.”*



Admin008 also posited that:

*“Students perceive administrators as officers who should see to the administration of the school in terms of official duties but not to control their behaviour.”*

### **How do school administrators’ leadership styles impact the overall school climate and well-being of students and teachers?**

The second research question sought to explore school administrators’ leadership styles employed in the running of their schools which impact the overall school climate and well-being of students and teachers. The respondents were of the view that leadership the efficacy of leadership styles can be contingent upon the distinct circumstances and requirements of the educational institution. Administrators who exhibit adaptability in their leadership style in accordance with the unique circumstances of the school, and consistently display effective leadership practices, possess the capacity to significantly influence the school climate and the welfare of both students and educators in a positive manner. These are creating conducive environment, nature of leadership, readiness to support administrators’ goal.

#### ***Creating Conducive Environment***

The first sub-theme was generated under research question 2(theme two) was that another role of administrators as perceived by students was creating conducive learning environment in their institution. Through the fulfilment of these duties, educational administrators establish a milieu that facilitates the advancement, involvement, and holistic welfare of students, thereby cultivating a constructive and efficacious educational setting within academic institutions. Below are some of the views respondents expressed:

Admin005 for instance said that:

*“Administrators make the learning environment a friendly one.”*

Similarly, Admin 008 stated that administrators’ leadership style

*“Will impact the school climate and well-being of teachers and students in the since that the nature of leadership styles determines the output of the people living in the academic environment.”*

#### **Nature of Leadership**

The second sub-theme was generated under research question 2(theme two) was that another role of administrators as perceived by students was the nature of leadership style they employed in the discharge in their duties. It is noteworthy that leadership styles may encompass a combination of various approaches, and proficient administrators frequently modify their style to suit diverse circumstances and the requirements of their educational institution. The selection of a particular leadership style can have a substantial influence on the culture, motivation, and overall welfare of both educators and students within the educational institution. Below are some of the views respondents expressed:

Admin001 outline the various leadership styles an administrators use for instance:

*“Authoritative leadership: Administrators who adopt an authoritative leadership style tend to be more focused on maintaining order and control. While this style can be effective in promoting discipline and structure, it can also create an environment that feels authoritarian and hierarchical. Students and teachers may feel disempowered and less likely to speak up or take initiative. Transformational leadership: Administrators who adopt a transformational leadership style focus on inspiring and motivating others to achieve their full potential. This style emphasizes collaboration, communication, and the development of a shared vision. This type of leadership can have a positive impact on school climate, as students and teachers feel more supported and empowered to take on challenges and pursue their goals. Servant leadership: Administrators who adopt a servant leadership style prioritize the needs of others above their own. This style is characterized by a focus on empathy, active listening, and support for others. This type of leadership can promote a positive school climate by creating a culture of caring and support that values the well-being of all members of the school community. Transactional leadership: Administrators who adopt a transactional leadership style focus on*

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*rewarding good behaviour and punishing bad behaviour. While this approach can be effective in promoting discipline and structure, it can also create an environment that feels punitive and impersonal. Students and teachers may feel less motivated to take risks and may be less likely to view mistakes as opportunities for growth.*"

Tutors 003 also indicated that his administrator's leadership styles is:

*"Very good because administrators interact freely with them to solve their personal problems."*

Also, Admin004 stated that:

*"It either makes both tutors and students are motivated by positive leadership styles of administrators or demotivated by a negative leadership style."*

To support Admin004, Admin009 also added that:

*"There are different leadership styles and there is no perfect leadership style for the school administrator to use. Every situation with the type of leadership style that the administrator should use. It is therefore important for school administrators to know about the various leadership styles available to them and the one to use in a particular situation to promote a positive school climate for both students and teachers. These leadership styles include autocratic, Democratic, laissez faire among others."*

Similarly, Admin002 also stated that:

*"School administrators' leadership styles can positively or negatively impact school climate and the well-being of students and teachers. Transformational leadership styles that prioritize collaboration, inspiration, and innovation can create a positive school environment, while authoritarian or micromanaging styles can create a negative culture. The leadership style adopted by administrators influences the level of support, empowerment, and engagement felt by teachers and students."*

Admin008 added that.

*"Administrators' choice of leadership style will impact the school climate and well-being of teachers and students in the since that the nature of leadership styles determines the output of the people living in the academic environment."*

### ***Readiness to support administrators Goal.***

The third sub-theme were generated under research question 2(theme two) was that another impact of administrators' leadership style was readiness of teacher and students to support administrators' goal. Through the implementation of effective leadership strategies, educational administrators can cultivate a sense of preparedness and motivation among both students and educators, thereby facilitating the achievement of their objectives. The preparedness of individuals is demonstrated by their eagerness to participate actively, cooperate, and assume responsibility for their duties, ultimately leading to the attainment of common goals within the academic institution. Below is the view respondent expressed:

Admin010 for instance said:

*"Students and teachers feel safe and ready to offer any assistance when needed."*

### **How do school administrators handle challenges of balancing academic performance and needs of teachers and students?**

The third research question sought to examine school administrators handle challenges of balancing academic performance and needs of teachers and students. The respondents were of the view that Administrators should foster open lines of communication and collaboration between administrators, teachers, and students, provide ongoing professional development opportunities for teachers, promote differentiated instruction, allocate resources strategically to support both academic performance and the needs of teachers and students, and provide and promote student support services. Administrators should use data to inform decision making related to academic performance and teacher and student needs. They should recognize and celebrate achievements, be flexible and adaptable, engage stakeholders, and promote a culture of continuous improvement

to balance academic performance and the needs of the school community. These are creating conducive environment, nature of leadership, readiness to support administrators' goal. These are being strict in the discharge of duties, effective use of school resources, and prioritization of beneficial actions.

### **Being strict in the discharge of duties**

The first sub-theme was generated under research question 3(theme three) of challenges administrators faced in balancing academic performance and needs of teachers and students is administrators are being strict in the discharge of duties. Strict administrators face resistance and opposition from teachers, students, and other staff members who may perceive their strictness as harsh or inflexible. To mitigate these perceptions, administrators need to ensure their actions and decisions are transparent, consistent, and based on established rules and policies. Additionally, they need to balance discipline with empathy and understanding to foster a supportive and trusting environment. Finally, they need to demonstrate positive outcomes of their strictness to gain the trust and support of the community.

Below are the views expressed by respondents:

Admin009 & Admin008 for instance stated that:

*“Some administrators in handling challenges becomes hard on teachers. Some administrators also become authoritative and intolerant towards both teachers and students”.*

### **Effective use of school resources**

The second sub-theme was generated under research question 3(theme three) of challenges administrators faced in balancing academic performance and needs of teachers and students is administrators are the effective use of school resources. The respondents were of the view that Administrators must balance limited budgets, increasing costs, competing needs and priorities, inequitable resource distribution, staffing challenges, technological advancements, sustainability and long-term planning, and stakeholder expectations to maximize the impact of available resources. They must prioritize and make difficult decisions to maximize the impact of available resources, navigate competing demands, ensure equitable resource distribution, recruit, and retain qualified staff, manage technological advancements, consider sustainability and long-term planning, and manage stakeholders' expectations.

Below are the view respondents expressed:

Admin010 for instance said that:

*‘It's important for the school administrator to manage the limited resources to ensure good academic work.’*

In support of Admin010, Admin002 stated that:

*“School administrators must find ways to provide adequate resources, support, and training to teachers while also implementing strategies to enhance student learning outcomes.”*

### **Prioritization of beneficial actions**

The third sub-theme was generated under research question 3(theme three) of challenges administrators faced in balancing academic performance and needs of teachers and students is administrators are the effective use of school resources. The respondents were of the view that Administrators must navigate through multiple demands and needs to prioritize actions that will have the most positive impact on student learning and well-being. They must balance limited resources with identified priorities, manage stakeholders' expectations, allocate their time efficiently, stay informed about the latest trends and developments, analyze data effectively, and address resistance to change. To do this, they must communicate the rationale behind the prioritized actions, provide support and resources, and foster a culture of collaboration and

continuous improvement. Below are the views respondents expressed:

Admin001 for instances stated that:

*“School administrators can balance academic performance with the needs of teachers and students by setting clear expectations, providing professional development opportunities, creating a supportive school culture, prioritizing communication, and making data-driven decisions. By taking a holistic approach to education, administrators can help create a school environment that fosters academic success and meets the needs of all stakeholders.”*

Admin003 also added that:

*“Administrators’ action are very good because administrators interact freely with them to solve their personal problems.”*

In support of Admin003, Admin005 said administrators performed beneficial action:

*“Through guidance and counselling services.”*

Similarly, tutor002 also added that:

*“School administrator in addressing these needs may promote the activities of guidance and counselling, chaplaincy, staff welfare association that would help to address the needs. General needs within the school environment may cover limited resources such as classrooms, teaching and learning materials, finance, staff bungalows, teacher professional development among others The administrator can also put measures in place to encourage teachers to take advantage of courses that would enhance their professional development. Again, the administrator should work closely with stakeholders in addressing the needs of teachers and students for excellent academic performance.”*

Admin002 viewed that:

*“They must navigate various competing demands and prioritize actions that will benefit the school community. This requires a balance between setting high academic standards and supporting the well-being of students and teachers. Effective communication, collaboration, and a focus on student-centered approaches can help administrators balance these competing demands successfully”.*

### **What are the most effective strategies for school administrators to promote a positive school environment to support teachers and students’ well-being?**

The fourth research question 4 (theme 4) sought to determine the most effective strategies for school administrators to promote a positive school environment to support teachers and students’ well-being. The respondents were of the view that administrators’ effective strategies include by fostering respect, empathy, and tolerance, administrators should create a welcoming and inclusive educational environment. They should prioritize professional development opportunities for instructors, as well as emotional and mental health support for both teachers and kids. They should also keep open and encouraging lines of communication with teachers, students, and parents. A safe and loving physical environment should be provided by administrators, who should also involve children in decision-making, celebrate and recognize accomplishments, and involve teachers, students, and other stakeholders in the decision-making process. This fosters a supportive learning environment based on common values and objectives. Three sub-themes were generated from the views of the respondents as to what they think administrators’ roles were. These are variation of appropriate leadership styles, promotion of positive school environment and effective supervision and monitoring.

#### **Variation of appropriate leadership styles**

The first sub-theme was generated under research question 4(theme three) of most effective strategies for school administrators to promote a positive school environment to support teachers and students’ well-being is the variation of appropriate leadership style. The respondents were of the view that Administrators should consider the unique requirements of their school community and shape their approach to leadership accordingly. Positive school climate and staff and student

well-being can be fostered through a combination of various leadership approaches that are tailored to individual circumstances. Leaders at educational institutions need to be flexible and sensitive, realizing that diverse people and situations call for unique methods of inspiring and guiding them. Below is the view respondent expressed:

Admin007 for instance stated that:

*“They need to be democratic”.*

In support of the Admin007, Admin009 added that :

*“They should listen to divergent views from both teachers and students and handle them with care to promote a conducive academic environment. Also, school administrators must blend aspects of different leadership styles in handling students and teachers to achieve academic excellence and well being of both teachers and students.”*

Admin008 opined that:

*“Also, school administrators must blend aspects of different leadership styles in handling students and teachers to achieve academic excellence and well-being of both teachers and students.”*

### **Promotion of positive school environment**

The second sub-theme was generated under research question 4(theme three) of most effective strategies for school administrators to promote a positive school environment to support teachers and students' well-being is Promotion of positive school environment. The respondents were of the view that to foster a culture of continuous improvement, administrators should provide opportunities for professional development, establish clear expectations and values, promote positive relationships, foster student engagement and leadership, promote family and community engagement, and place a high priority on social and emotional well-being. These activities will encourage respect, kindness, inclusivity, and a strong work ethic while fostering a healthy school culture. Administrators should also support teachers' professional development, promote a culture of continuous improvement, encourage student leadership and engagement, promote family and community involvement, and place a high priority on social and emotional well-being. Below is the view respondent expressed:

Admin010 for instance stated that:

*“Involving students and teachers in decisions related to their well-being.”*

Admin002 also added that:

*“To promote a positive school environment that supports teachers and students' well-being, school administrators can adopt several effective strategies. These include creating a shared vision for the school, prioritizing communication, and collaboration, fostering a culture of trust and respect, promoting teacher empowerment and development, supporting student social-emotional learning, and providing adequate resources and support to teachers. By implementing these strategies, administrators can create a supportive and inclusive school environment that promotes student and teacher success and well-being.”*

In support to Admin010, Admin008 added that:

*“They should listen to divergent view from both teachers and students and handle them with care to promote a conducive academic environment.”*

### **Effective supervision and monitoring**

The three sub-themes were generated under research question 4(theme three) of most effective strategies for school administrators to promote a positive school environment to support teachers and students' well-being is Effective supervision and monitoring. The respondents were of the view that Teachers should receive regular input from administrators, who should also observe classes, offer professional development opportunities, and set performance objectives. Regular feedback enables teachers to make the required corrections and makes them feel

encouraged. Observations, which can be formal or informal, offer perceptions into both areas of strength and progress. Instructional tactics, classroom management practices, and social-emotional learning can all be the subjects of professional development. Administrators should keep tabs on students' development, encourage data-informed decision making, support collaborative learning environments, highlight, and celebrate triumphs, and foster a good school culture that encourages grit, creativity, and student success. This fosters a supportive learning environment where the success of the students is valued. Below is the view of a respondent expressed:

Admin001 stated that:

*“School administrators can foster a sense of community, encourage professional development, prioritize mental and physical health, celebrate successes, foster a positive school climate, and support student engagement. Promoting a positive school environment to support teachers and students' well-being requires a multifaceted approach.”*

### **Discussion and Conclusions**

The responses from the participants on the perception of schools administrators attest to the fact that students perception about their school administrator varies and depend on the students experiences he or she have about their school administrators general most of the respondent views were that students perceived administrators role to be a positive one, which would ensure academic discipline and maintain academic achievement standards of the highest standards at the same time maintain a positive environment such success to thrive. The views expressed are in line with Kartal (2016) assertion that the environment plays a significant role in defining culture and administrators must ensure the schools environment is conducive to promoting academic activities. Hakki and Kalayci's (2013) posited that a significant correlation between students' perceptions of the quality of school life and their level of school engagement in the school environment when school administrators are very discharge their duties diligently and effectively.

The responses from the participants on the how do school administrators handle challenges of balancing academic performance and needs of teachers and students attest to the fact that students, administrators, and teacher viewed indicates that schools administrators must ensure they makes available all the necessary resources, implement ethical and transparent actions to promote excellence in academic performance amid all the challenges they are confronted with The views expressed by respondents are consistent with Wise (2015), findings that , principals are currently dealing with a variety of new obstacles in education, such as the devastating consequences of poverty, mounting demands on students' academic performance, the disintegration of communities, a lack of funding, and a lot of other problems, principals till must ensure their institution goals and objectives are achieved .Similarly Andrew,et al(2020) identified school administrators' management challenges that negatively impact students' academic performance, such as insufficient budgets, poor cooperation with education stakeholders, over-enrolment, infrastructure shortages, teaching and learning resource shortages, and teacher shortages and posited that despite all these challenges there is a need to balance such challenges with teachers and students' needs.

The responses from the participants on the style of leadership style used by school administrators to achieve positive school environment attest to the fact that students, administrators, and teacher views support the democratic leadership style of running the schools while other respondents' views indicate that any positive leadership style like the transformational and situational leadership style which can has also proven to be a good leadership styles as indicated by respondents. The views expressed are in line with Amedome (2018) study that found that the heads of the chosen SHS tended to utilise democratic leadership styles, that the school atmosphere in the chosen schools was favourable, and that there was an inverse link between the school climate and the leadership style of the head. Similarly, Simbre at al (2023) opined that,

inspirational motivation, management by exception, contingent rewards, and transformational leadership are the most common forms of leadership, while laissez-faire, idealised influence, and intellectual stimulation are the least common.

The responses from the participants on the most effective strategies for school administrators to promote a positive school environment to support teachers and students' well-being indicated that school administrators can adopt efficacious measures to cultivate a positive school milieu and bolster the well-being of teachers and students. These measures encompass formulating a collective vision for the school, giving precedence to communication and collaboration, nurturing an environment of trust and reverence, empowering and developing teachers, promoting social-emotional learning among students, and furnishing adequate resources and support to teachers. The views expressed by respondents are consistent with Kuo, and Wang, (2019) assertion that effective teaching and student well-being can both be enhanced by instructors' employment of positive disciplining techniques. Teenage learners with learning difficulties and special education teachers in Taiwan were the subjects of the study. The findings confirmed the hypothesized model and showed a connection between effective classroom management and better student and teacher performance. The relevance of special educators utilizing positive discipline techniques is emphasized by Kuo, and Wang, (2019).

Administrators play a crucial role in fostering a positive school environment and promoting the health of teachers and students. Literature suggests that effective strategies to promote a positive school environment and support teacher and student well-being include fostering positive relationships, providing opportunities for professional development, promoting social and emotional learning, and establishing a culture of trust and respect. However, the implementation of such strategies can vary depending on the context of the school, and more research is required to identify strategies that are effective in various settings. By actively supporting the well-being of teachers and students, school administrators can create a more conducive learning environment that fosters academic success, positive mental health outcomes, and overall well-being for the entire school community.

### **Recommendations**

Based on the study's findings and the specific context of selected schools in Volta Region, the following recommendations can be made to support the role of administrators in promoting a positive school environment and supporting the well-being of teachers and students:

1. To cultivate favourable connections among administrators, teachers, and students, it is recommended to establish occasions for frequent communication and cooperation.
2. Offer professional development programmes that concentrate on social and emotional learning, cultural proficiency, and trauma-informed practises to promote the well-being of both teachers and students.
3. It is recommended that school administrators exhibit favourable social and emotional conduct, such as empathy, kindness, and respect, and foster an environment of trust and respect among the school community.
4. Establish an environment that is conducive to learning by creating a positive and welcoming physical space. This can be achieved through the provision of well-lit and well-ventilated classrooms, comfortable furniture, and aesthetically pleasing decor.
5. It is recommended to establish unambiguous and uniform policies and procedures to manage occurrences of bullying, harassment, or any other types of adverse conduct that could potentially affect the well-being of both students and teachers.
6. One potential strategy is to introduce a comprehensive social and emotional learning

curriculum across the entire school, which would aim to equip students with fundamental life skills, including but not limited to communication, empathy, and problem-solving.

7. It is recommended to offer mental health services and resources, such as counselling and therapy, to promote the mental health and well-being of both students and teachers.
8. It is recommended to carry out periodic surveys and assessments to oversee and appraise the efficacy of the educational institution's endeavours to foster a favourable school milieu and aid both educators and learners in terms of their mental and physical health.

By implementing these recommendations, schools in the Volta Region, can create a more conducive learning environment that promotes teacher and student well-being and academic success.

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