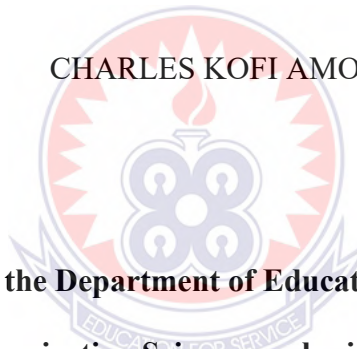


UNIVERSITY OF EDUCATION, WINNEBA,

CAUSES OF SENIOR HIGH SCHOOL STUDENTS' UNREST IN OBUASI
MUNICIPALITY: A CASE OF OBUASI SECONDARY TECHNICAL

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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 Masters of Arts (Educational Leadership) degree**

DECEMBER, 2016

DECLARATION

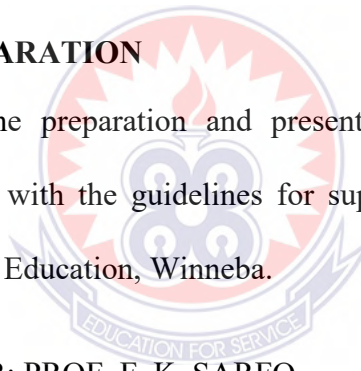
I, CHARLES KOFI AMOAKO, declare that this project report, with the exception of quotations and reference contained in published works which have all been identified and duly acknowledged, entirely my own original work and it has not been submitted, either in part or whole for another degree elsewhere.

SIGNATURE

DATE

SUPERVISOR'S DECLARATION

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



NAME OF SUPERVISOR: PROF. F. K. SARFO

SIGNATURE.....

DATE.....

ACKNOWLEDGEMENTS

I would like to express my gratitude to my supervisor Prof. F. K. Sarfo for his comprehensive and constructive comments and directives to make this project a reality. My special acknowledgement goes to Rev. Sister Grace Nuamah, Headmistress of Atasomanso R/C Primary School whose contribution in diverse ways made it possible to have this project report. Finally, my gratitude goes to Mr. Agyei Mensah, a Tutor Obuasi Senior Technical School for his support and encouragement throughout this course of study.



DEDICATION

To my dear wife, Joyce Amoako and my daughter, Charity Amoako.



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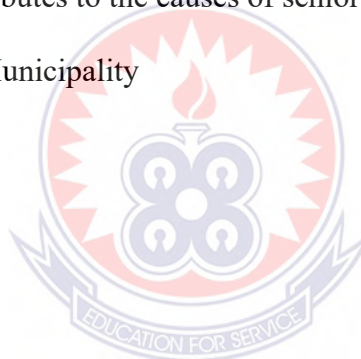
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ABSTRACT

The study was carried out to investigate into the causes of students' unrest in Obuasi Municipality a case study of Obuasi Secondary Technical School. And what environmental factors contribute to the causes of senior high school students' unrest? The study adopted descriptive research design, using quantitative method of data collection. The researcher used the Statistical Package for Social Sciences to analyse the data and presented in frequency, mean, standard deviation and percentages. The target population included all of the third year students of Obuasi Secondary Technical School. Simple random sampling was used to select 60 students for the study. The study found among others that arbitrary collection of fees or monies outside those approved by GES lead the students to demonstration. Majority of the students agreed that the head masters' leadership behavior contribute to the causes of senior high school students' unrest in Obuasi Municipal. High rate of hard drug abusers at Obuasi has promoted indiscipline among students, causing students to demonstrate, and that bullying and intimidation making students to feel unsafe and unhappy at school, and teachers' poor methods of teaching cause students to riot or demonstrate Based on the findings, it is recommended that the school administration should as a matter of urgency desist from the arbitrary collection of fees or monies outside those that have been approved by GES. PTA and SMC should monitor the school administration on the approved fees by the government.

CHAPTER ONE

INTRODUCTION

1.0. Background to the Study

The current education reforms in education sector in Ghana in the areas of planning, curriculum innovation and teacher education among others are mechanisms to revamp education industry to instill discipline in various institutions of learning. Government on her own effort is trying to improve school infrastructural development coupled with study leave quota for teachers all to help improve students' academic performance.

The efforts of government notwithstanding, there have been increase in students unrest (Nyiaaye, 2002). Students' unrest in our senior high schools is not a welcome development. Rather it is cankerworm, hydra headed, disturbing to parents/guardians and citizens of the nation. Students unrest in the institutions of learning constitutes a havoc as it often led to temporary closure of the institution, boycott of classes, suspension and expulsion of students and student leaders, loss of lives, damage of school properties, disruption of school administration and truncation in academic programmes (Ibukun, 2003).

The responsibility of nation building rests on the shoulders of the young generation known as youths. It is only the youth that can and will make the country develop. So students need to be considered important part of various policies. Leach (2003) indicated that students or the youth will replace the old in our nation building. But now, wide spread frustration among students have been reported from various quarters and they instead of becoming a positive force in nation building, are getting increasingly

resentful. They are showing their discontentment by behaving against social norms in a manner which bewilder the grown. Thus the student unrest is not only a cause of worry to the educational administrative authorities, but it has become a national concern.

Lubisi (2002) indicate that good academic performance works hand in hand with students and teachers good discipline. In the Obuasi case, many students have failed and thus dropped out of school because of their unrest. The phenomenon of student unrest in Obuasi Municipality has persisted for about past five years. Each year resources are wasted due to recurrent cessation of, teaching and learning, winch sometimes results in the closure of schools. Yet not much has been done to curb this social canker.

School administrators fulfill many roles in dealing with students' disruptive behaviour is among the least preferred by them. Mohapi (2007) maintains that major challenge school administrators' in management of discipline problems depends upon the heads ineffective application of fundamental administrative skills in each of the three dimensions of school life: 1) the organizational structure of the school, 2) the behaviour of the teachers and 3) the behaviour of the students.

Ostling (2001) points to the importance of the school structure and the organizational aspects. For example, student misbehavior occurs less often in smaller schools and in schools where the rules are clear, fair and firmly enforced. When teachers and head masters agree upon the strategies for dealing with misconduct, it paves the way for more effective enforcement of rules.

Millet (2003) added that another administrative challenge in dealing with the students' unrest is the head masters and teachers behaviour of untrust as perceived by the students. Millet (2003) identified four characteristics of head master behaviour that are

hindrance to the management of students' unrest. They are aloofness, production emphasis, consideration and thrust. With regard to the teachers' behaviour, he further emphasized on teachers behaviours of disengagement which is the lack of commitment to the school. According to Hoy and Miskel (2001), in a disengaged school, some teachers complain a lot, they are unproductive and engage themselves in trivial matters. These teachers dislike and criticize the head master. Their negative attitude is reflected in the manner they relate to one another, they negatively criticize and disrespect each other.

The students' unrest is a serious problem which needs to be addressed as the youth who in near future are expected to take the mantle of the country does not require such disrespect and hooliganism. There is therefore the need to maintain unrest free system in order to have responsible youth to build our nation in the near future. It was also the aim of the study to find out the causes and effects of students' unrest.

1.1. Statement of the Problem

One of the goals of the education system is the promotion of social justice, morality, social obligation and responsibility. This means that by the time students' graduate from senior high school, they should have developed good moral characters as they also aspire for good grades in their academic pursuits. In order to achieve this, the government has designed a curriculum which provides opportunities for students to be instructed in vital lessons, coupled with the introduction of guidance and counseling to help reduce school indiscipline for the improvement of students' academic performance. Massive resources have also been expended by the government to ensure the students excel academically.

This has been done through the subsidized senior high school education which entails provision of tuition money for buying instructional materials and also the government's involvement in senior high schools infrastructural improvement in order to improve the senior high schools education outcomes. Despite the efforts, students' unrest cases continue to escalate, negating the government's efforts and putting to jeopardy the attainment of the stated goals of senior high education. In PTA meetings, the issue of students' unrest featured prominently. Suggestions have been put forward on how to tackle the incidence in the forums, but no avail. This has not motivated the researcher to investigate into the causes of unrest using Obuasi Secondary Technical School as a case study.

1.2. Purpose of the Study

The study was carried out to investigate into the causes of students' unrest in Obuasi Secondary Technical School as a case study.

1.3. Objectives of the Study

The objectives of the study were to:

1. Identify the factors that contribute to the causes of senior high school students' unrest.
2. Identify the extent to which community contributes to the causes of senior high school student unrest.
3. Identify the environmental factors that contribute to the causes of senior high school students' unrest.

1.5. Research Questions

This research sought answers to the following questions:

1. What leadership factors contribute to the causes of senior high students' unrest?
2. To what extent does the community contribute to the causes of senior high school students' unrest?
3. What environmental factors contribute to the causes of senior high school students' unrest?

1.6. Significance of the Study

The results from this study could be useful to education personnel in the review of school curriculum and provision of facilities in schools. It could inform education practitioners on some of the dynamics of students' life in senior high schools, and the measures that might be necessary for instituting specific measures to check student unrest. It is hoped that the findings of this study might help policy makers and school authorities to identify the causes of students unrest and to address of high school students unrest. Furthermore, the study could contribute to the general body of knowledge on high school unrest and stimulate further enquiries by other researchers.

1.7 Delimitation of the Study

The study was delimited to students of Obuasi Secondary Technical School in the Obuasi Municipality despite the fact that there are other Senior high schools in the municipality. The respondents were 60 students from 6 departments of Obuasi Secondary

Technical School. The results may not therefore be generalized to other senior high schools in the municipality.

1.8 Limitations of the Study

The study was limited to Obuasi Secondary Technical School in the Obuasi municipality as a case study. Some of the respondents returned the questionnaires very late which delayed the work. These limitations notwithstanding, the researcher was able to collect the needed data, for the study. Generalization of the findings should therefore be done with caution. To overcome these challenges, similar studies should be conducted in the senior high schools in the Obuasi Municipality.

1.9. Organization of the study

The study will be organized into five chapters. Chapter one deals with the background to the study, statement of problem, purpose of the study, study objectives, research questions, significance of the study and organization of the study. Chapter two will cover review of available literature relevant to the study, while chapter three will focus on the research design, population, sample and sampling techniques, tools for data collection, data collection and analysis procedure. Chapter four will seek to analyses the result of the study whiles chapter five will deals with the summary of the research findings, conclusion and recommendation of the study

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

This chapter is guided by a set of intentions, the main one being: to foreground the causes of students unrest. The review follows the objectives of the study hence the chapter is organized in four main sections, namely: theoretical framework, a review of the concept and forms of students unrest, leadership behavior and students unrest, community influence and students unrest and community violence and students unrest.

2.1. Theoretical Framework

According to Bass (1990) leadership theories give possible critical explanations of how leadership behaviours and styles develop. Even though this study will focus on how head masters leadership behaviours, community in which the school is situated and school environment causing students unrest, leadership styles influence students' discipline, it is critical to show if leadership styles are strictly based on theory. Additionally, theoretical perspectives may serve as a guideline for aspiring principals as they develop and seek the knowledge and skills to lead a school. In early studies of leadership theory (Bass, 1990), researchers tended to focus on the traits and behaviours of leaders that were common to all. Leadership styles that might vary from school system to school system were infrequently mentioned. Additional investigations of leadership considered leaders as individuals endowed with certain personality traits which constituted their abilities to lead (Bass, 1990). More recent authors have realized that

leadership styles vary from situation to situation and contingency theories were developed, although these theories still paid little attention to cultural variables (Kouzes and Posner, 2007).

The study therefore is anchored on Contingency Theory of Leadership, developed by Fiedler (1964) cited in (Glass, 2004) which suggests that a leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities and behaviours of followers and also various other situational factors. According to Northouse (2007), Fiedler developed contingency theory by studying the styles of many different leaders who worked in different contexts, primarily military organizations. As a result, Fiedler was able to make empirically grounded generalizations about which style of leadership was best and which styles were worse for a given organizational context (Northouse, 2007). Fiedler categorized leadership as task motivated and relationship motivated. Task motivated leaders are concerned primarily with reaching a goal, whereas relationship motivated leaders are concerned with developing close interpersonal relationships. Fiedler's Contingency Model will be used to help determine a leader's position power (Northouse, 2007). According to Heifetz & Linsky (2002) contingency theory produces practical application for school leaders. The Chances' believed that understanding contingency theory will help school leaders in several ways. First, this theory helps to identify outside variables that impact students' discipline. Secondly, contingency theory helps to appraise the impact of school's organization structure on responses to external pressures and demands. Most importantly, contingency theory matches leadership styles with the needs of the school and consider

relationships among teachers' and students' personalities and attitudes (Heifetz & Linsky, 2002).

Avolio (1999) applied the Contingency Theory to education by identifying five subsystems of overall school systems as leadership, students, teaching, guidance, and maintenance. Each of these subsystems involves interactions among task, structure, technology, and people. Technical, cultural, political, and economic forces were identified as impacting the total school system. Avolio (1999) indicated that educational institutions often place tight constraints on various subsystems by applying standard operation procedures that result in responses that ignore turbulent issues. This calls for a skilled principal to apply prerequisite leadership styles to realize discipline in the school. This model will be used to determine head teachers' leadership styles effectiveness in schools (Keller, 2002). It is therefore appropriate because it advocates for the head teacher to use appropriate leadership styles depending on the situation. According to Vroom and Jago (1999), the contingency theory states that leadership effectiveness is said to be dependent upon many variables. Therefore the theory argues that a specific trait under a particular situation makes a particular leader effective. The same trait in another situation may make the leader ineffective. Contingency theories are a class of behavioral theory that claims that there is no one best way of leading and that a leadership style that is effective in some situation may not be successful in some situations. The contingency theory therefore conforms to the researchers target population in selecting principals who have been in a school for a minimum of two years as the entire teaching population will be able to make perception on the leadership style and its contribution to the discipline in school.

2.2. The Concept of Student Unrests

Terrell (1999) defines unrest as a violent behaviour exhibited by people who are protesting against something. In educational institutions, students often face up to school authorities on issues they consider to be impediment to the effective teaching and learning and this situation is referred to as student unrest. This usually manifests itself through strikes or demonstrations. Franklin (2001) sees student unrests as any objection by students against a calculated attempt by the authorities of a school to smother their freedom of speech and or deny them access to any important decision making roles or to intervene in the schools authority. He adds that student unrests is an unconstitutional way that students use to seek redress to their problems.

Mankoe (2002) contends that student unrest is a situation where students challenge the usual values of the institution in a bid to have a hearing from the very institution that they are demanding change. According to Applegate (2002), unrests are where students show their disapproval on how the school is run by disregarding the formal means of communicating their feeling to the school leaders. This implies that students recognize the school leaders as an “impersonal structure” which they seek to fight for their rights or human values to be accorded them. The foregoing indicates that student unrests is any unrecognized means that students use to show their disapproval of certain decisions and actions of school authorities.

2.3. Forms of Student Unrests

Student unrests that happen at any level of education may take different forms. Nyiaye (2002) indicated that student unrests differ from the violent, destructive type to

the “peaceful” type. During violent student unrests, protesters go their way out to destroy school property as well as property of some members of staff who are targets of the unrests. These members of staff who are also attacked are perceived to be involved in the enforcement of discipline in the school or the action they are fighting against. He asserts that student unrests take a very casual form, where students break into the school kitchen and eat all prepared meals and destroy the remaining foodstuffs and end the strike action thereafter. They may also march to town displaying placards just to attract attention to their problems. Though this form of demonstration is “peaceful”, the strikers are able to present their grievances against certain developments to the school authority for redress.

In an apparent support of this classification, Millet (2003) declares that student unrests may be a peaceful one where students present resolution to the school authorities and ask for a deadline after which when the problems are not addressed, may lead to violence. He continues that student unrests may also be destructive. During such demonstrations, students refuse to attend classes, engage in disturbing activities such as throwing of stones and sand, firing bamboo guns, burning tires and chairs in their bid to receive audience from the school authority or the very institution they are fighting.

Beene (2006) also contends that student unrests may be peaceful or violent and may take any of the following forms: boycotting classes, refusing to take meals served in the dining hall, deserting the school compound, damaging school property such as doors, windows, buildings, books and vehicles, burning and destroying teachers’ property like clothing, farm produce, vehicles, and sometimes making personal attacks on school personnel whom they consider to be the cause of the problem at hand or supporting the maladministration against which they are protesting.

Lubisi (2002) describes two types of student unrests. The first is where students remain in their classrooms and dormitories and allow others to go and learn. It is likened to a section of a school deciding not to learn while at the same time do not interfere with other students' studies. This type is referred to as a "sit - down" strike. This situation continues until management of the school is able to reach an amicable solution with the strikers. The second is the "slow - down" strike where students continue to attend classes but at a very slow rate so as to slow down school activities. The students do this with the aim of making management uncomfortable. Nyiaye (2002) contends that student unrests are usually done clandestinely like coup'd'état. Few students conceive and nurse the idea and sit down to plan how it would be executed. Sometimes, placards are prepared and displayed before the act starts. It is on rare occasions that the demonstration is spontaneous after a long period of nurture. At times, it is heralded by widely circulated anonymous letters and started by few students who are able to organize and mobilize other students into action. Students who may refuse to take part are at times beaten up for the fear that those who do not take part of the demonstration would let them out during probes (Afridi, 1998).

Nyiaye (2002) again stresses that there are claims of student unrests which have been organized from outside the school set - up. These demonstrations may be organized by some old students of the school or some traditional people who have the interest of the school at heart. Some concerned people who feel that the head of the school, for instance, should be replaced by a particular person, preferably, either a past student of the school or an indigene may instigate some students to organize demonstration against the incumbent head of the school. Student unrests may also be engineered and organized by a

teacher of the school who has a problem to solve with the school. Such a teacher may directly or indirectly infiltrate the rank and file of the students to revolt against the school authority. Such an aggrieved teacher may create divisive tendencies and refuse to cooperate with the headmaster.

According to Afridi (1998) student unrests can be classified into various types. There is the simplest type which is the normal type of trade dispute which seeks to bring about a change or solve some special problems of discipline as it pertains in trade union practices. This is when striking students are directly involved in the dispute. Another type known as sympathetic unrest is the type in which individuals or groups are not directly involved in the original dispute but take part in the strike in order to sympathize with those who are part of the problem and also show solidarity with them.

Student unrests could also be either official or unofficial. They are said to be official when the student leadership which is responsible for negotiations of certain demands calls or approves such a protest. With this unrest the school authorities are made aware of the students' intention, when and where it would be carried out as well as how it would be done. Student unrests are unofficial when they are called by students without the consent of their school authority. Unofficial unrests could also be those called by the local branch of the students' representative council without consulting in accordance with its rules (Terrell, 1999). Student unrests can be good or bad depending on the weight or the extent to which they are experienced but mostly, it is ideal to view it from the point of origin.

From the foregoing discussion it is deduced that student unrests may take many forms through boycotting of classes, breaking and smashing of furniture, chasing masters

out of bungalows, destroying and stealing of books, singing woeful and sardonically songs, insulting masters salaciously and carrying and displaying strong worded placards to express their displeasure and disapproval of certain developments.

2.4. Leadership Behaviour and Students Unrest

Students' riot is critical to the attainment of positive school outcomes. Students' riot depends on whether the head masters' discipline and management approach is inclusive or exclusive of teachers' and parents' involvement. Globally, head masters are faced with the task of accounting for students' riot by maintaining order through acceptable students' behaviour which may require changing school management approaches (Roger, 2004). This new accountability is measured by adequate yearly progress like learner/teacher ratio, increasing teachers' time on tasks, students' participation in some decision making, reducing repetition, improving dialogue and counseling accountability (Porter, 2000). Through inefficiency, indiscipline results are leading to much learning time being lost in public schools. Approximately twenty five percent of school days may be lost each year in poorly managed schools (Olweus, 2003). Therefore, it can be implied that ineffective leadership behaviours and student riot are related.

2.4.1. Democratic leadership style and students' Unrest

Democratic leadership style also referred to as interactive or participatory leadership is characterized by cooperation and collaboration. This leadership style refers to situations where a leader seeks for the opinion of the subordinate before making a

decision (Bums 2003). It can also be consultative and participative (Bush, 2001). In this leadership style the leader seeks the opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision. The style decentralizes power and authority (Kezsbom, 2002).

Breckenridge (1999) observed that effective democratic or participatory school administration affect the trust of students, teachers and parents. Breckenridge (1999) study showed that heads exhibiting this type of leadership behaviour experience less or no cause for no students' riot. This implies that heads who use of democratic style of leadership attach the same level of trust to their students, teachers and parents in management of schools.

The democratic leadership, also known as participative or consultative leadership, decentralizes power and authority. Decisions are made through consultations (Bolman & Deal, 2001). This type of leadership recognizes each person's self worth and esteem. At the same time, leader's actions are based upon trust, integrity, honesty, equality, openness and mutual respect (Armstrong, 2003). Democratic leaders empower all employees to their maximum capability and desire. At the same time places a strong emphasis on teamwork, while functioning as facilitator to develop a natural synergy among the group. To students this type of leadership is of benefit to the institution at large as they are involved in discussion and decisions of matters concerning their welfare, hence welcomes peace and understanding at the institution. In this case, democratic leadership style encourages communication system between the students' organization, students and the

university administration. This brings harmony and conducive teaching and learning environment.

Reid (2007) advocates for the leadership of a head teacher to be democratic combining self-confidence, friendliness, firmness and tact and should not merely consist of issuing orders. The head teacher should be aware of the techniques that work in which situations and those that backfire. Owens (1999) emphasized that achieving no students' riot, better and conducive learning; environment depends fundamentally on improvements in leadership and management of the institution.

2.4.2. Autocratic leadership style and students' Unrest

Basing on a global perspective, autocratic leadership style also referred to as authoritative leadership is the leadership style where by the leader either gives no explanation when giving an order. Douglass (1993) says that a principal using this kind of leadership allows for no participation at all in decision making. In this leadership style the leader unilaterally makes decision and is task oriented, hard on workers, is keen on schedules and expects people to do what they are told without much questioning or debate. The head teachers who use this style are influenced by the scientific management approach and succumb to McGregor's theory x which presume people are naturally lazy and need close supervision. In schools where this style is used, students lack motivation and they show less involvement in their work (Darwin, 2002). Such students need close supervision and control in order to achieve expected results because they may retaliate. Autocratic leadership style centralizes power, authority and decision making. This means a leader informs his/ her employees on what he/she wants them to do, and how the task

should be accomplished, without getting the advice from them. Bolman and Deal (2001) commenting on this type of leadership says that workers are primarily committed for survival. Their attitude says, “Don’t try to use your head, do what you’re told to do, but only what you’re told to do, and if you goof off or make a mistake, don’t get caught”. This type of leadership can also have effect on students’ leadership if the administrations consistently do not listen to students’ problems. Students might avenge by riot or property destruction to bring to attention their concerns which are not listened to by the leaders.

According to Douglass (1993), one merit of autocratic leadership is that the workers are compelled to work quickly for high production because the work is being strictly structured and is always done following certain set of procedures. Hence, according to contingency theorists this leadership style works better in periods of crisis but fails to win the “hearts and minds” of followers in day-to-day management of discipline in school (Ken, (2005).

2.4.3. Laissez-faire leadership style and students Unrest

Ken (2005) refers to style as a free-reign style where the leader doesn’t lead but leaves the group entirely to itself. Such a leader allows maximum freedom to subjects. They are given a free hand in deciding their own policies and methods.

In the laissez faire case, Northouse (2007) purports that leaders tend to avoid power and authority; the leader depends largely on the group to establish goals and means for achieving progress and success. This type of leadership has negative effects to School Organization if there is no justice, effective decisions, poor implementation and follow up of matters decided etc. Then indiscipline and riots become unavoidable in the

organization such as universities. This according to contingency theorists can be perceived as failure of the leaders to take charge of the situations (Hersey & Blanchard, 1984). The leaders who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. Here communication flows horizontally among group members. An institution where laissez-faire leadership style is practiced, students' discipline has some implications that may be negative as it affects the school working environment. For example, in a situation where students have to sit for examinations during a chosen period there may be dalliance in evaluation and feedback and no action taken. For such students may also relax due to the prevailing situations since they do what they want. This can have adverse influence on the performance of students in examinations.

2.4.4. Transformational leadership style and students' Unrest

According to Bass (1990) transformational leaders achieve their goals by inspiring and motivating followers and encouraging their initiative. They are therefore able to create a shared vision and a sense of purpose among team members. The leader motivates followers by raising their concerns from basic needs to achievement and self-fulfillment; by moving them beyond self-interest to concerns of the group, project or organization. They therefore bring charisma, inspiration, intellectual stimulation and individualized considerations.

A school principal espousing to this leadership style will thus in, motivate and take care of students' behavior and achieve the school goals (Kounin, 2006). Transformational Theory is one of the most current leadership theories. This theory addresses how leaders motivate and inspire their followers to achieve greatness

(Northouse, 2007). It involves leaders adapting to the needs of those in their sphere of influence. Transformational leaders are considered agents of change who have a clear vision and lead from the knowledge of those in the organization. Most importantly, transformational leadership depends on one's ability to motivate in order to inspire others.

Various studies, especially Bolman and Deal (1994) and Kaiser and Rasminsky (2003) have been done on the role of school heads in the management of students' discipline. Generally, these studies established that student discipline is likely to be high in schools in which the Principal is inspirational, integrative, and collaborative, involves the community in managing school affairs and delegates responsibilities to other members of the wider school community. Such studies have led to the conclusion that managing students' behaviour requires a concerted effort of the parents, teachers and school principals as the key players (Donohue & Kolt, 1999).

The principal sets the environment for the parents and teachers to play their respective roles effectively and channel their efforts towards achieving school goals (Marklein, 2002). Boren (2001) found out that students from the rioting schools have always cited administrative issues such as high handedness of the head and the teachers are the major cause of unrest. Transformational leadership style, which involves Guidance and counseling, helps to raise self-esteem of the students. Such students appreciate themselves and the problems they face in school. They become problem solvers other than problem multipliers. However many principal do not understand or apply the transformational leadership styles. Therefore there is need for capacity building for the heads. The schools headed by transformational head teachers, the head, teachers

and students use the term “our school” in reference to the school ensuring that there is sense of ownership, responsibility and accountability at every stage of decision making (Darwin, 1999).

2.4.5. Situational leadership style and students’ unrest

Situational leadership is a function of a leader, follower, and situation that are appropriate for one another. It is based on assumptions, that each instance requires different leadership style. Hence, it requires a unique combination of leaders, followers, and leadership situations. According to Johanssen (2008) situational leadership is characterized by directing, coaching, supporting, participating and delegating.

Sergiovanni (1999) opinions the greatest secrets of leadership is the ability to command the respect and demonstrate devotion to the organizations’ purposes and commitment to those in the organization, by commanding respect and followership of other so they can work together day by day on the ordinary tasks so that purposes of the organization can be realized.

2.5. Relationship between Community Influence and Students Unrest

The society influences the schools’ environment either negatively or positively. The social norms and values are usually replicated in the school by the learners. According to Sergiovanni (1999) ethical values are sum total of all kinds of conduct which are usually accepted by the persons in the society as a law of life which when followed results into a pleasant and happy life for different individuals and community as a whole. When quite the opposite these values are eroded, undesirable significances

manifest themselves in different sectors of communal interaction. The present-day way of life of most youth shows decline of ethical values of the community, and this is one of the causative factors for conflict and deviance in most educational institutions (Sergiovanni, 1999).

Sergiovanni (1999) emphasized that some of the things which influence schools adversely include the drugs and substance abuse in the community. Deviance behaviours may present themselves in other forms such as intolerable verbal expression of discontent, rudeness, destruction of property, boycotts, bullying fellow students, assaults and offensive behaviour. Students' unrests, thus, are characterized by destructive and violence activities when learners have been motivated to anger by conflicting circumstances in their schools (Donohue & Kolt, 2003). According to them cases of students' indiscipline and conflict in secondary schools among students are not new, they are on the upturn and their nature is fluctuating. Cases of students' conflict have been witnessed for long and recently the concern has been the varying nature and increase of the number of secondary schools experiencing learners' unrest (Donohue & Kolt, 2003).

Owens (1999) ascertains numerous causes of deviance behaviour in secondary schools learners and maintains that their dependent is the community behavior. It has led some students, particularly those who come from high socio-economic backgrounds depending too much on teachers. Beene (2006) maintains that the corporate community behavior this lead to students deviant behaviour. Beene further emphasized that some deviant behaviour that some student engage in are sneaking out of the school and sexual promiscuity in adolescents have on occasion been outlined to the want by these learners to get money.

Community variations may give details on why some kinds of family life have dissimilar effects in terms of criminal behaviour in different communities (Docking, 1990). Generally, reliable responsive parental assistance appears to protect children from criminal behaviour across neighbourhoods, with the exclusion of the most deprived and disrupted (Adjah, 2005). Poor socialization behaviours, however, appear to be more convincing in disrupted neighborhoods.

Neighbourhoods affect children's behaviour by offering the values that direct them to understand how to behave. The theory of differential association maintains that people obtain their behavioural orientations through learning to describe experiences through the sight of their acquaintances. This theory and the associated Construct Theory of Motivation (Foster, 2000) put a premium on the notion that peer groups can influence the behaviour of youngsters.

Communities in which scandalous activities are common have a tendency to institute criminal behaviour as tolerable. Acceptance for hooligans' activities differs by community (Docking, 1990). In neighbourhoods where gangs are appreciated, gang membership may produce loyalties that increase the probability of brutality. Friendships among criminals appear to involve closer ties in addition to greater mutual authority than do companionships among non-delinquents (Docking, 1990).

2.6. Community Violence and Students Unrest

Naturally, community aggression is the recognized stressor and is employed to forecast maladaptive outcomes (Ibukun, 1997). Chronic exposure to neighborhood violence is understood to have a harmful impact on different aspects of children's

behaviour development (Docking, 1990). Children growing up in metropolitan environments with elevated levels of poverty, congestion, and violence show a extensive range of maladaptive effects, including internalizing indications such as anxiety, depression, post-traumatic stress, academic failure, and school disconnection (Capozzoli, 1995). Children with higher levels of contact to community aggression, through incidence and severity, report considerably more suffering than those with lesser exposure (development (Docking, 1990).

Communally, the facts suggest that children's exposure to neighbourhood aggression increases the probability of developing internalizing indicators (Adesina, 2001), even though there have been no studies showing the considerable positive relationship (Docking, 1990). Adesina (2001) concluded that when the information is from the similar source, there is an affirmative linear connection between anxiety indicators and children's exposure to aggression such that the higher the exposure, the more challenging the outcome.

Poor children are at-risk for a variety of co-occurring disturbing and behavioural signs, and disruptive behaviour problems and hostility, are fundamental features (Mwiria, 1995). The community aggression exposure of Hispanic male and African American children in America has been associated with increased violent behaviour (Docking, 1990). Being the victim and witnessing violence in the neighbourhood serves as a risk aspect for future violence (Wearmouth, Glynn & Berryman 2005). Complicating the directionality of the connection is research that has revealed that exposure to neighbourhood violence may worsen externalizing behaviour characteristics (Docking, 1990).

Thio (2010) examined aggression exposure in a society-based longitudinal research and ascertained that aggression exposure was connected with internalizing symptoms and externalizing behaviour across ethnic and gender groups. Co-occurrence of psychiatric disorders may represent collective fundamental pathogenesis (Thio, 2010). Docking (1990) maintained that it may not be an incongruity that children's exposure to aggression is connected with externalizing (hostility) and internalizing (apprehension and emotional) behaviour exertion; both can be true. Even if there are contradictory outcomes Thio (2010) maintains that children with co-morbid nervousness and hostility may be at higher risk for destruction than children who have either apprehensive symptoms or hostile behaviours. Childhood concern may be a significant risk factor for hostility given that apprehensive children perceive unclear situations in more hostile and aggressive ways compared with non-anxious children (Perry, 2010). This result is also in agreement with social information dispensation theory Thio (2010), which maintain that a chain of biases in the meting out of social information in unclear situations can trigger destructive behaviour.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter describes the research methodology applied in this study. The discussions in this chapter will include; research design, population of the study, sample and sampling techniques, research instruments, validity and reliability of instruments, procedure of instrument, and data analysis procedure.

3.1. Research Design

This study adopted descriptive research design, specifically descriptive cross-sectional survey design using quantitative method of data collection. Descriptive study according to Rubin (2005) enables the researcher to collect information from a cross-section of a given population. The study design used was the cross-sectional survey which is the most commonly used research method in social and educational research. Amin (2005) asserts that results from such a survey method are easily extrapolated to the entire population.

3.2. Population of the Study

According to Creswell (2003), population of research study is any group of individuals that has characteristics in common that are of interest to the researcher. On the other hand, a research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait.

Usually, the description of the population and the common binding characteristic of its members are the same. The target population included all the third year students of Obuasi Secondary Technical School. This type of students were selected with the view that they were matured enough to give vivid data to answer the research questions.

3.3. Sample size and Sampling Technique

The sample consisted of 60 students selected from 300 third year students. Even though the member of students in each department were not the same, the researcher in his bid to be fair, based his selection on departments and not the number of students in each departments. Ten students were selected from the Department of Business, 10 students were also selected from science Department, 10 from Home Economics, 10 from Science Department, 10 from Arts Department and 10 from Agriculture Department. However 60 questionnaires were correctly filled and returned. This study employed simple random sampling technique. Simple random sampling was used in order to avoid bias and to ensure that each undergraduate student had an equal chance of being selected. According to Amin (2005) randomization is effective in creating equivalent representative groups that are essentially the same on all relevant variables thought of by the researcher. With the use of the simple random sampling technique, "YES" or "NO" was written on piece of papers and folded them and those who selected the "YES" were selected.

3.4. Instrumentation

All the respondents filled questionnaires. The researcher used the questionnaires because the population was literate and large, and time for collecting data was limited. The researcher distributed the questionnaire to the respondents himself at the schools assembly hall after permission was granted by the headmaster. Questionnaire for the respondents had four sections, i.e., section A, B, C and D. Section A collected data on the students' background information. Section B was designed by the researcher to consist of 6 items to measure what leadership behaviours as factors contribute to the causes of senior high school students' unrest in Obuasi Municipality. Students' response was used to identify the degree of their heads' leadership behaviours causing to their unrest. It is 5-point likert format ranging from strongly disagree (1) to strongly agree (5) generated from the literature. Section C of the questionnaire was to measure the community factors; what leadership factors contribute to the causes of senior high students' unrest? To what extent does the community contributes to the causes of senior high schools students' unrest? And what environmental factors contribute to the causes of senior high school students' unrest? in which the school is situated contribute to the causes of senior high students to unrest.. Students response was used to identify the degree of community in which the school is situated contribute to the causes of senior high students' to unrest. It is 5-point likert scale ranging from strongly disagree (1) to strongly agree (5). Section D of the questionnaire was to measure how the school environment contribute to the causes of senior high school students' unrest. It is 5-point scale ranging from strongly disagree (1) to strongly agree (5).

3.6. Reliability and Validity of Data

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. The questionnaire was administered on the same group of subjects twice in the pilot study with a two week grace period between the first and the second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach alpha of 0.74

The validity on the other hand indicates the degree to which an instrument measures the construct under investigation. Content validity refers to the subjective agreement that a scale logically appears to reflect accurately what it purports to measure (Patton, 2002). Therefore, in this study, content validity was strengthened through an extensive review of the literature.

3.7. Data Collection Procedure

For the process of data collection in this study after the pilot study was conducted to check the reliability of the instrument, an introductory letter was collected from the researcher's Department explaining the purpose of the study. The researcher submitted the introductory letter to the head of the institution selected for the study. The researcher personally therefore administered the questionnaires to the student at break time at the schools' assembly hall. All the 60 questionnaire were filled and they were all collected after the weeks grace period.

3.8. Data Analysis Procedure

Data from questionnaires were compiled, sorted, edited, classified and coded into a coding sheet and analyzed using a computerized data analysis package known as Statistical Package for Social Science 16.0. The statistical analysis such as frequency and percentages with means were used to analyze the data based on the research questions.

3.9. Ethical Considerations

Ethical codes specified in the American Psychological Association (APA, 2000) were strictly adhered to. These included voluntarism, confidentiality and right of withdrawal among others. In the conduct of the present study, particular attention was paid to personal knowledge and understanding of the ethical guidelines in the conduct of research. The soundness of the research design, methodology and the ethical acceptability of the study in terms of ensuring that the benefits of conducting the research far outweighed the costs of not conducting it were taken into consideration. In the selection and recruitment of research participants, no amount of coercion (subtle or otherwise) was involved and no inducements offered for participation. The information sheet outlined the purpose of study and assured participants that there were no risks to them for participating in this study. The extent of anonymity and confidentiality was also explained to the participants. In this regard, the participants were informed that the results of this study will remain strictly confidential and purely academic and that at no point will their names be required. To assure participants of the confidentiality that would be attached to the data that they would provide, each of them was given the questionnaire individually at the school's assembly hall.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0. Introduction

This chapter provides an analysis and discussions of the respondents' responses. Descriptive analysis technique was utilized which involved use of descriptive statistics and tabulations. Descriptive statistics used included frequencies and percentages. Specifically, the chapter consists of demographic characteristics of respondents and the answers and discussions of the research questions.

4.1. SECTION A: Demographic Data of Respondents

The students were asked to indicate their sexes. Their responses were indicated in Table 1 as shown, out of 60 respondents 58.3% were males, while 41.7% were females as presented.

Table 1: Sex Distribution of the Students

Sex	Frequency	Percentage
Male	35	58.3
Female	25	41.7
Total	60	100.0

The dominant age group of the respondents ranged between 16 – 20 years representing 47 (78.3%), followed by age group less than 16 years representing 10 (16.7%) whereas age group above 20 years made up the smallest group, representing 3 (5%) of the students.

Table 2: Distribution of Age of Respondents

Age	Frequency	Percentage
Less than 16 years	10	16.7
Between 16- 20	47	78.3
20 years and above	3	5.0
Total	60	100.0

With regard to the student's parent's marital status, table 3 below indicated that 45 students representing 75% were from intact homes, whereas 15 of the students representing 25% were from single homes.

Table 3: Distribution of Marital Status of Students' Parents

Marital Status	Frequency	Percentage
Single/Divorce	15	25.0
Intact	45	75.0
Total	60	100.0

35 of the students representing 58.3% were staying with their parents, 13(21.7) indicated that they stayed with their mothers only, 4(6.7%) also reported that they stayed with their fathers only, whereas 8 representing 13.3% were staying with other relatives.

Table 4: Living Status of Students

Living Status	Frequency	Percentage
Mother Only	13	21.7
Father Only	4	6.7
Both Parents	35	58.3
Other Relatives	8	13.3
Total	60	100.0

With regard to the students' parents' educational status, table 5 below indicated that 12 of them representing 20% were graduates, 35(58.3%) were secondary education holders, whereas 13 of them representing 21.7% were holding basic education certificate.

Table 5: Distribution of Students Parents' Educational Status

Responses	Frequency	Percentage
Tertiary	12	20.0
Secondary	35	58.3
Basic	13	21.7
Total	60	100.0

4.2. Results and discussions of the research questions

4.2.1. Research Question 1 –What leadership factors contribute to the causes of senior high school students’ unrest?

The students were to agree or disagree with a number of statements related to their perception they hold about how the head teacher is leadership behavior contributes to the causes of senior high school student’s unrest on a scale of 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. The intent was to identify the students perception on the head master’s leadership behaviour causing senior high school students' unrest in Obuasi Municipality. Their responses were presented in the tables below.

This section presents analysis and discussion on the head teacher leadership behavior contributing to the causes of senior high school students’ unrest. Their responses are summarized in Table form.

Item 1: Students will demonstrate if head teacher fails to recognize the students’ feeding needs

With this statement, 13(21.7%) strongly disagreed, 12(20%) disagreed, 1(1.7%) stayed neutral, 20(33.3%) agreed, whiles 14(23.3%) strongly agreed. The mean score of 3.17 implies that averagely the students agreed that they will demonstrate if their head teacher fails to recognize the students feeding needs as presented in Table 6 and on figure 1 below.

Table 6: Item 1 under Research Question one

Responses	Frequency	Percentage
Strongly Disagree	13	21.7
Disagree	12	20.0
Neutral	1	1.7
Agree	20	33.3
Strongly Agree	14	23.3
Total	60	100.0

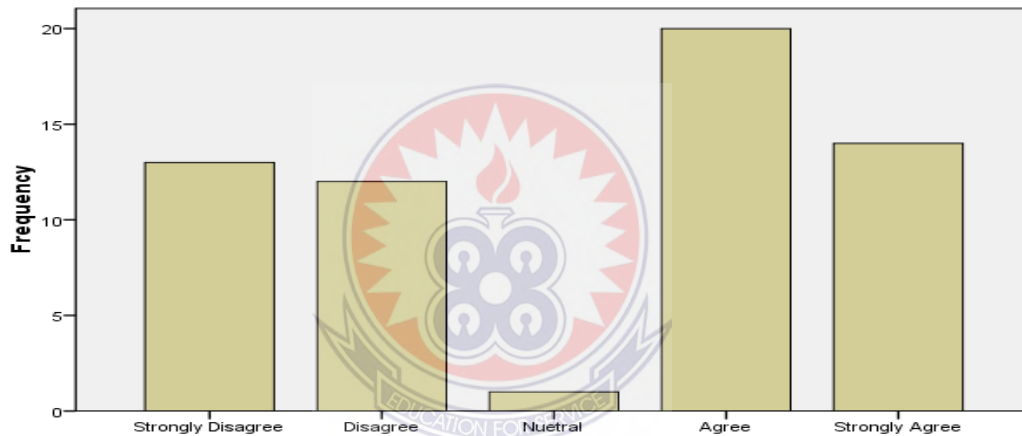


Figure 1: Students demonstrate if head teacher fails to recognize the students' feeding needs

Item 2: Students exhibit unrest attitude if head teacher fails to recognize students' educational needs, such as, teaching and learning materials.

With this statement, 12(20%) strongly disagree, 8(13.3%) disagreed, 4(6.7%) stayed neutral, 19(31.7%) agreed, while 17(28.3%) strongly agreed. The mean score of 3.35 implies that averagely the students agreed that they will exhibit unrest attitude if

their head teacher fails to recognize students' educational needs, such as teaching and learning materials as showed in Table 7 and presented in figure 2.

Table 7: Item 2 under Research Question One

Responses	Frequency	Percentage
Strongly Disagree	12	20.0
Disagree	8	13.3
Neutral	4	6.7
Agree	19	31.7
Strongly Agree	17	28.3
Total	60	100.0

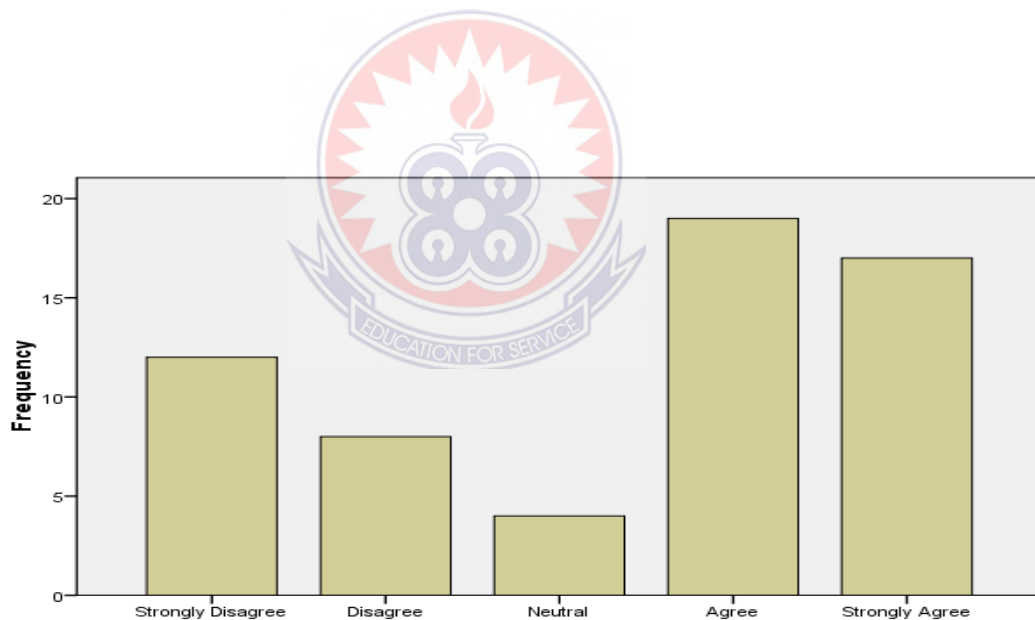


Figure 2: Students exhibit unrest attitude if head teacher fails to recognize students educational needs, such as, teaching and learning materials

Item 3: Lack of free flow of information between students and the school authorities can cause students to demonstrate.

With this statement, 10(16.7%) strongly disagreed, 13(21.7%) disagreed, 6(10%) stayed neutral, 23(38.3%) agreed, while 8 of the representing 13.3% strongly agreed that lack of free flow of information between students and the school authorities can cause students to demonstrate. The mean score of 3.10 implies that averagely the students agreed that lack of free flow of information between student and the school authorities can cause students to demonstrate as presented in Table 8 and in figure 3.

Table 8: Item 3 under Research Question One

Responses	Frequency	Percentage
Strongly Disagree	10	16.7
Disagree	13	21.7
Neutral	6	10.0
Agree	23	38.3
Strongly Agree	8	13.3
Total	60	100.0

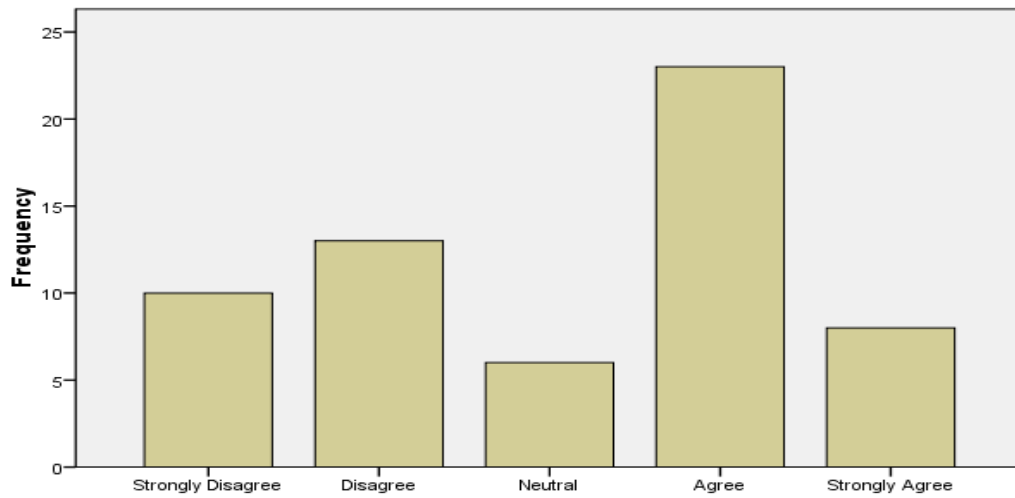


Figure 3: Lack of free flow of information between students and the school authorities can cause students to demonstrate

Item 4: Head teacher refusing to take students' views when formulating school policies will lead students to riot.

With this statement, 4(6.7%) strongly disagreed, 9(15%) disagreed, 9(15%) stayed neutral, 23(38.3%) agreed, whiles representing 25% strongly agreed. The mean score of 3.60 implies that averagely the students agreed if their head teacher refuses to take students views when formulating school policies will lead students to riot as presented in Table 9 and shown in figure 4.

Table 9: Item 4 under Research Question One

Responses	Frequency	Percentage
Strongly Disagree	4	16.7
Disagree	9	15.0
Neutral	9	15.0
Agree	23	38.3
Strongly Agree	15	25.0
Total	60	100.0

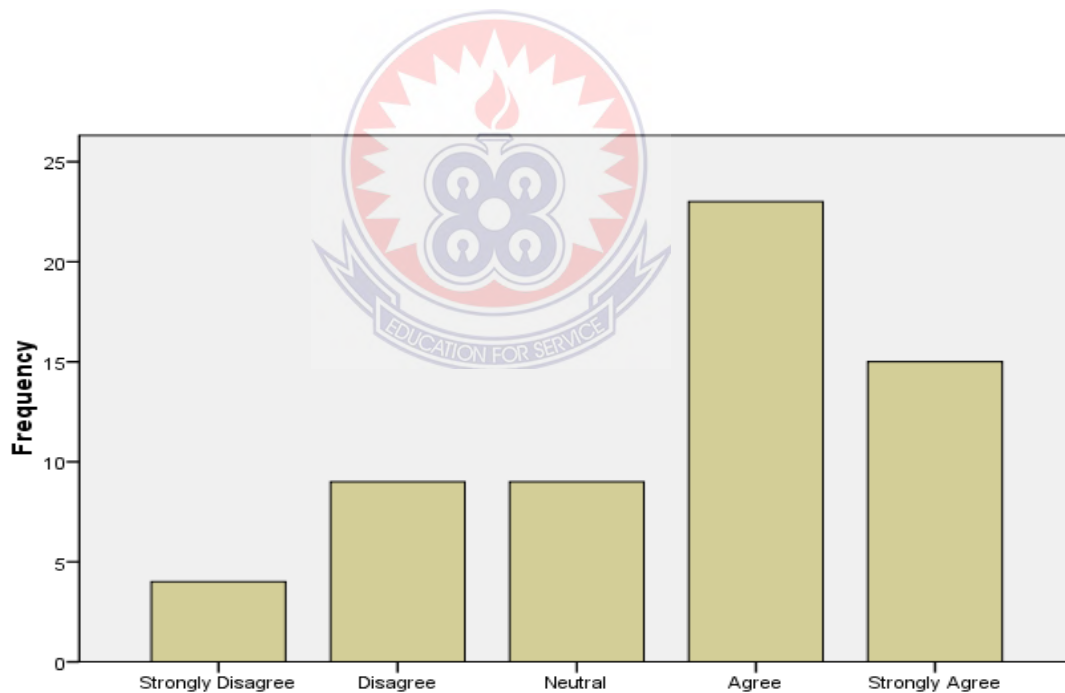


Figure 4: Head teacher refusing to take students views when formulating school policies will lead students to riot

Item 5: Unauthorized use of school property by head master for personal advantage will cause students to demonstrate.

With this statement, 6(10%) strongly disagreed, 11(18.3%) disagreed, 7(11.7%) stayed neutral 22(36.7%) agreed, while 14(23.3%) strongly agreed. The mean score of 3.45 implies that averagely the students agreed that unauthorized use of school property by head teacher for personal advantage will cause students to demonstrate as shown in Table 10 and presented in figure 5.

Table 10: Item 5 under Research Question One

Responses	Frequency	Percentage
Strongly Disagree	6	10.0
Disagree	11	18.3
Neutral	7	11.7
Agree	22	36.7
Strongly Agree	14	23.3
Total	60	100.0

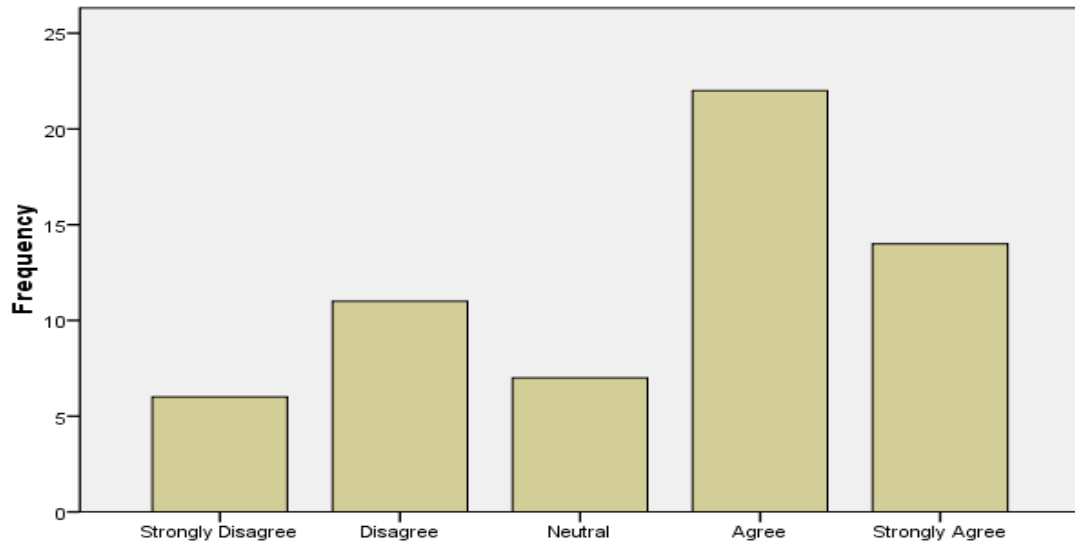


Figure 5: Unauthorized use of school property by head teacher for personal advantage will cause students to demonstrate.

Item 6: Arbitrary collection of fees or monies outside those approvals by GES lead students to demonstration.

With this statement, 8(13.3) % strongly disagreed, 13(21.7%) disagreed, 2(3.3%) stayed neutral, 18(30%) agreed while 19(31.7%) strongly agreed to that statement. The mean score of 3.45 implies that averagely the students agreed that arbitrary collection of fees or monies outside those approvals by GES lead students to demonstration as shown in Table 11 and presented in figure 6.

Table 11: Item 6 under Research Question One

Responses	Frequency	Percentage
Strongly Disagree	8	13.3
Disagree	13	21.7
Neutral	2	3.3
Agree	18	30.0
Strongly Agree	19	31.7
Total	60	100.0

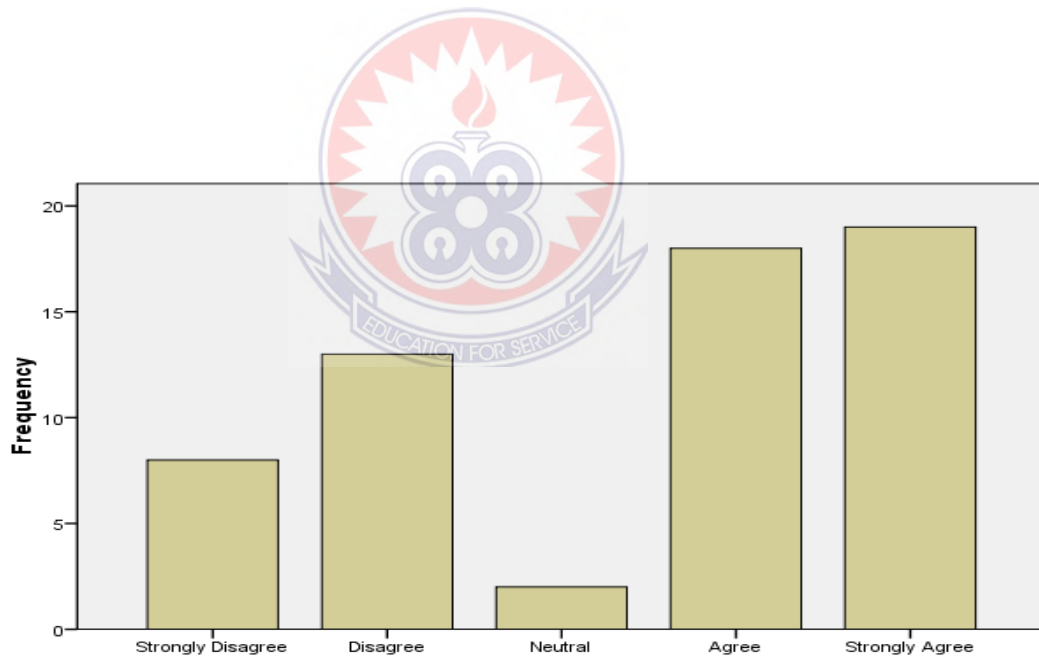


Figure 6: Arbitrary collection of fees or monies outside that approval by GES lead students to demonstration

Summary

This section determines if the head teacher leadership behavior contributes to the causes of senior high school students' unrest. The mean score of students indicates that the students agreed that the head teacher leadership behavior contributes to the causes of senior high school students' unrest. Table 12 below presents this relationship.

Table 12: Summary of students responses to the head teacher leadership behavior contributing to the causes of senior high school students' unrest.

Responses	Frequency	Percentage
Strongly Disagree	9	15.0
Disagree	10	16.7
Neutral	4	6.7
Agree	20	33.3
Strongly Agree	17	28.3
Total	60	100.0

As can be seen from Table 12 above, out of 60 students who participate in the study, averagely, 9 of them representing 15% strongly disagreed that the head teacher's leadership behavior contributes to the causes of senior high school students' unrest, 10(16.7%) disagreed, 4(6.7%) stayed neutral, 20(33.3%) agreed, while 28.3% strongly agreed to that question. This implies that majority of the respondents agree with the statement as shown in figure 7.

Table 13: Statistics Summary of the students perception on head master leadership behavior contribution to the causes of senior high school students' unrest.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Item 1	13(21.7)	12(20)	1(1.7)	20(33.3)	14(23.3)
Item 2	12(20)	8(13.3)	4(6.7)	19(31.7)	17(28.3)
Item 3	10(16.7)	8(13.3)	4(6.7)	19(31.7)	17(28.3)
Item 4	4(6.7)	9(15)	9(15)	23(38.3)	15(25)
Item 5	6(10)	11(18.3)	7(11.7)	22(36.7)	14(23.3)
Item 6	8(13.3)	13(21.7)	2(3.3)	18(30)	19(31.7)
Total Grand Mean	9(15)	10(16.7)	5(8.3)	21(35)	15(25)

As can be seen on Table 4.13, majority of the respondent agree that item 4 (i.e, head teacher refusing to take students views when formulating school policies will lead students to riot) highly contribute to the causes of senior high school students' unrest in Obuasi Municipality. The table indicated that (23+15, = 38.3% +25% = 63.3%) agree, 15% stayed neutral, whiles (4+9=21.7%) disagreed to this statement. This was followed by item 6(i.e, arbitrary collection of fees or monies outside that approval by GES lead students to demonstration) contribute to the causes of senior high school students' unrest in Obuasi Municipality. The table indicated that (18+19, = 30% +31.7% = 61.7%) agree, 2(3.3%) stayed neutral, whiles (8+13=35%) disagreed to this statement.

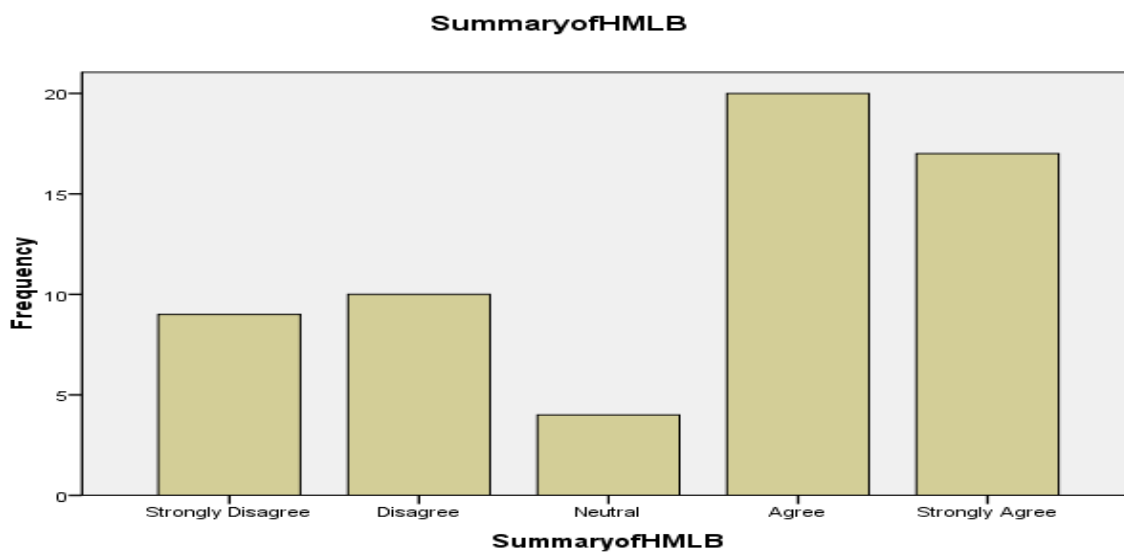


Figure 7: Average responses on the head teacher leadership behavior contribute to the causes of senior high school students' unrest.

This finding was in line with that of Jacobson (2008) who indicated that ineffective leadership behaviours or styles such as head teacher refusing to take students views is not critical consideration for schools in helping all learners achieve and is even not important in schools that endanger or threat to students' unrest to insist on their right.

Lyman and Villani (2004) also calls that poor leadership style lead to poor environmental factors that lead to poor students' academic performance and less work commitment of teachers that breed students' violence in the end. Lyman and Villani (2004) further added that this situation erase professional conduct of head masters that made them incapable. They concluded that in an event where leadership is disorganized it becomes the cause of students' violent behaviour. Sumer and Aydin (2000) emphasized that schools with such leadership have poor organization, and poor administration where the teachers do not work together to solve problems. For example such schools have no

rules for students' conduct; have extremely restrictive rules; have no teaching instructions that allow students involvement.

4.4.2. Research Question Two – To what extent does the community contribute to the causes of senior high school students' unrest?

This research question was designed to find out about perception of the students with regard to the behavior of the community in which the school is situated contribute to the causes of senior high students to unrest.

Item 1: High rate of corruption and lawlessness at Obuasi as a result of the mining activities lead students to demonstrate.

With this statement, 12(20%) strongly disagreed, 20(33.3%) disagreed, 4(6.7%) stayed neutral, 14(23.3%) agreed whiles 10(16.7%) strongly agreed to that statement. The mean score of 2.83 implies that averagely the students stayed neutral on that statement as shown in Table 13 and presented on figure 8.

Table 13: Item 1 under Research Question Two

Responses	Frequency	Percentage
Strongly Disagree	12	20.0
Disagree	20	33.3
Neutral	4	6.7
Agree	14	23.3
Strongly Agree	10	16.7
Total	60	100.0

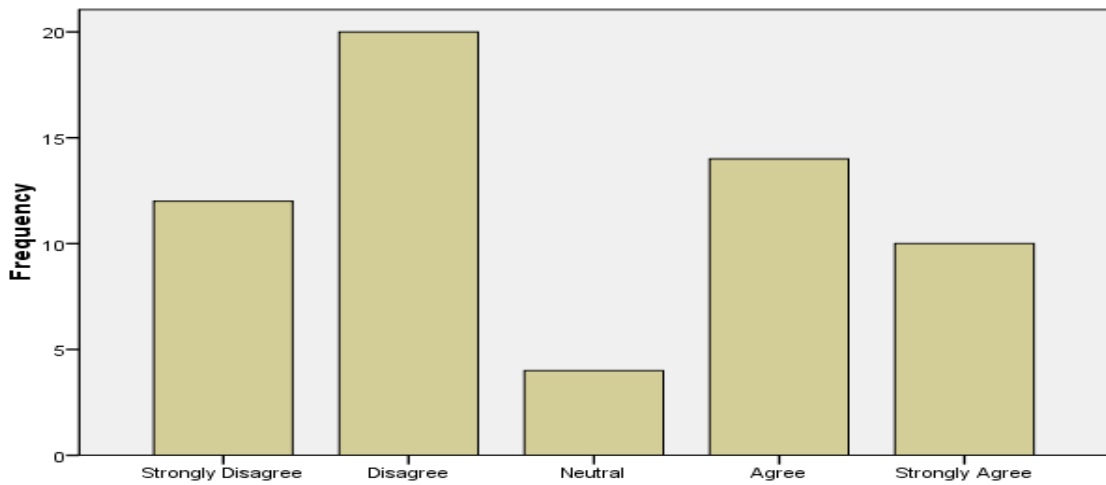


Figure 8: High rate of corruption and lawlessness at Obuasi as a result of the mining activities lead students to demonstrate

Item 2: The community disrespecting the school administration causes students to demonstrate

The researcher further wanted to find out from the students if the community disrespecting the school causes students to demonstrate and 12(20%) strongly disagreed, 16(26.7%) disagreed, 3(5%) stayed neutral, 18(30%) agree, while 11(22.4%) strongly agreed. The mean score of 3.00 implies that averagely the students stayed neutral on that statement as shown in Table 14 below and presented on figure 9.

Table 14: Item 2 under Research Question Two

Responses	Frequency	Percentage
Strongly Disagree	12	20.0
Disagree	16	26.7
Neutral	3	5.0
Agree	18	30.0
Strongly Agree	11	18.3
Total	60	100.0

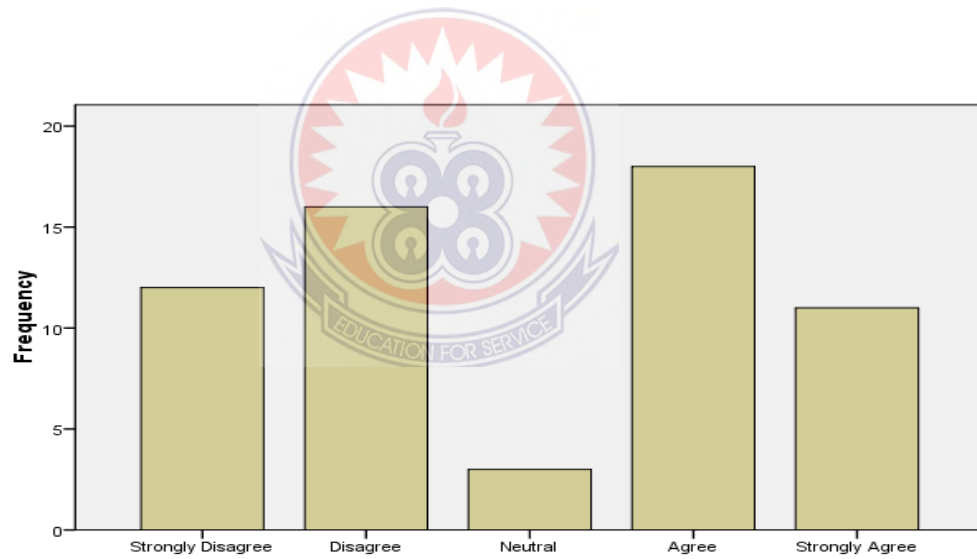


Figure 9: The community disrespecting the school administration causes students to demonstrate

Item 3: The mining at Obuasi had increased the crime rate among the students that lead to students' demonstration.

With this statement, 18(30%) strongly disagreed, 17(28.3%) disagreed, 5(6.1%) stayed neutral, 13(21.7%) agreed, while 7(11.7%) strongly agreed. The mean score of 2.57 implies that averagely the students stayed neutral on that statement as shown in Table 15 below illustrated in figure 10.

Table 15: Item 3 under research Question Two

Responses	Frequency	Percentage
Strongly Disagree	18	30.0
Disagree	17	28.3
Neutral	5	8.3
Agree	13	21.7
Strongly Agree	7	11.7
Total	60	100.0

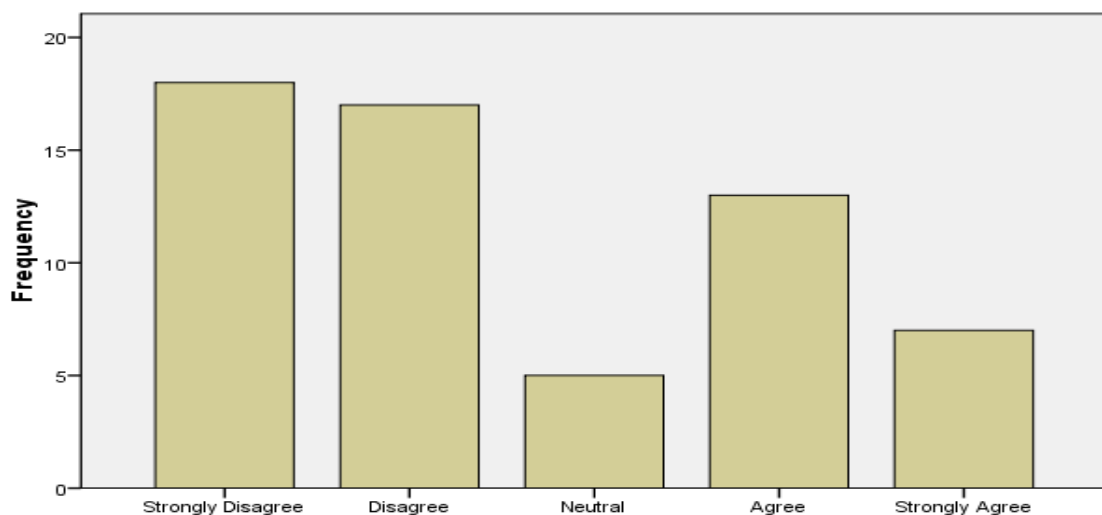


Figure 10: The mining at Obuasi had increased the crime rate among the students that lead to students' demonstration

Item 4: Poor parents' school involvement as a result o their mining activities cause students to demonstrate.

With this statement, 12(20%) strongly disagreed, 19(31.7%) disagreed, 14(23.3%) stayed neutral, 10(16.7%) agreed whiles 5(8.3%) strongly agreed to that statement. The mean score of 2.62 implies that averagely the students stayed neutral on that statement as shown in Table 16 below presented on figure 11.

Table 16: Item 4 under Research Question Two

Responses	Frequency	Percentage
Strongly Disagree	12	20.0
Disagree	19	31.7
Neutral	14	23.3
Agree	10	16.7
Strongly Agree	5	8.3
Total	60	100.0

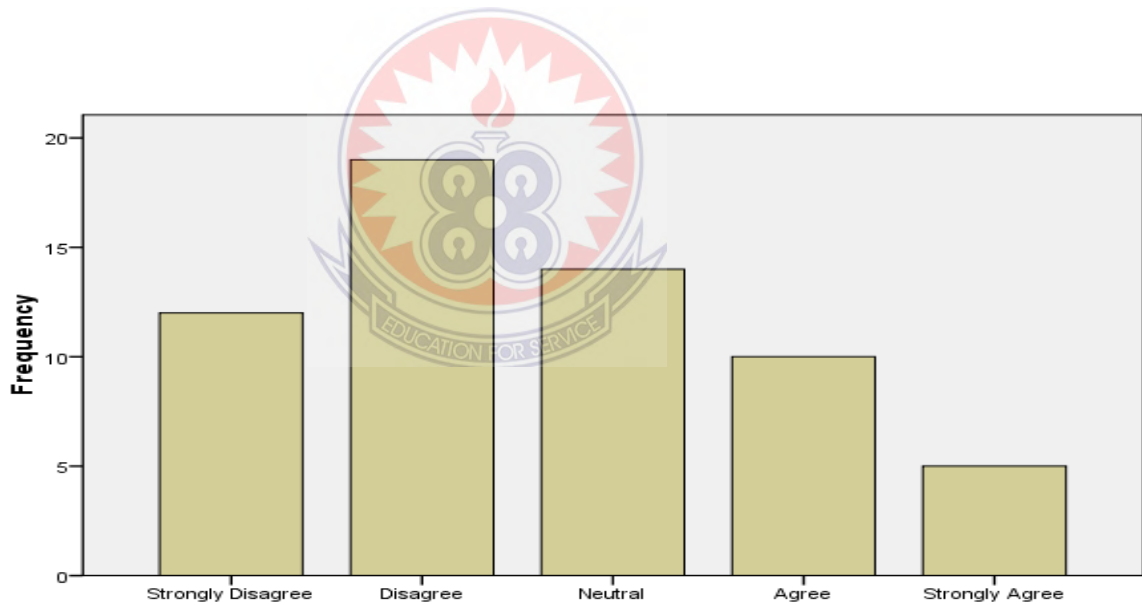


Figure 11: Poor parents' school involvement as a result of their mining activities cause students to demonstrate

Item 5: The indiscipline among community members as a result of affluence leads to disrespect from the students lead students to demonstration.

Moreover, the researcher wanted to find out from the students if the indiscipline among community members as a result of affluence causes lack of disrespect from the student lead student to demonstrate. With this statement, 4(6.7%) strongly disagreed, 10(16.7%) disagreed, 11(18.3%) stayed neutral, 20(33.3%) agreed, while 15(25%) strongly agreed. The mean score of 3.53 implies that averagely the students agreed with the statement as shown in Table 17 and illustrated on figure 12.

Table 4.17: Item 5 under Research Question Two

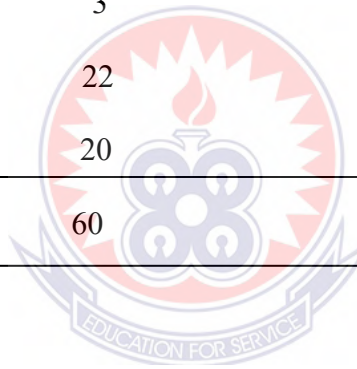
Responses	Frequency	Percentage	Mean = 3.53, SD = 1.23
Strongly Disagree	4	6.7	
Disagree	10	16.7	
Neutral	11	18.3	
Agree	20	33.3	
Strongly Agree	15	25.0	
Total	60	100.0	

Item 6: High rate of hard drug abusers at Obuasi as a result of the galamsey activities has promoted indiscipline among students causing students to demonstrate.

With this statement, 4(6.7%) strongly disagreed, 11(18.3%) disagreed, 3(5.0%) stayed neutral, 22(36.7%) agreed while 20(33.3%) strongly agreed. The mean score of 3.72 fall in the category of agreed. This implies that the majority of the students who participated in the study agreed with the statement as shown in Table 18 and illustrated on figure 13.

Table 18: Item 6 under Research Question Two

Responses	Frequency	Percentage
Strongly Disagree	4	6.7
Disagree	11	18.3
Neutral	3	3.5
Agree	22	36.7
Strongly Agree	20	33.3
Total	60	100.0



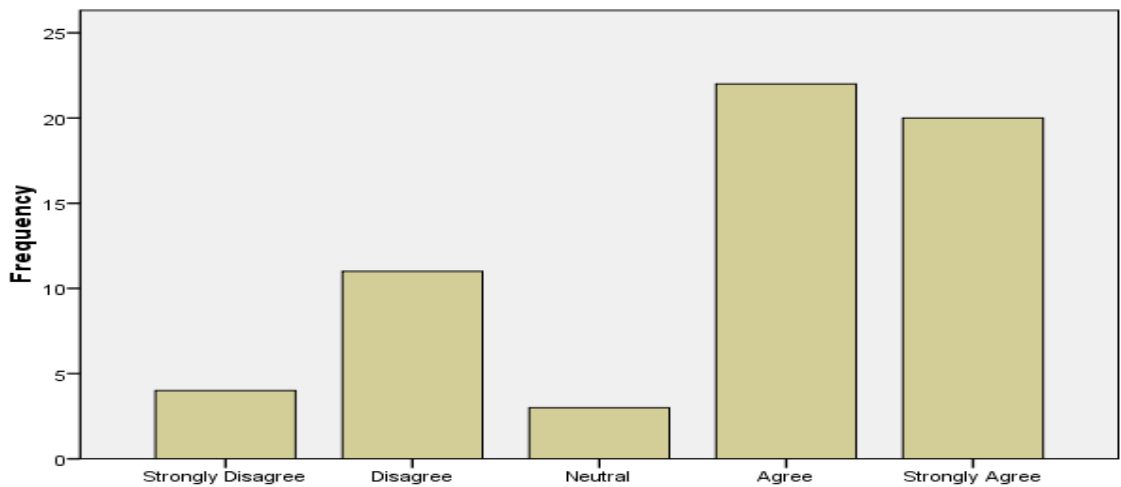


Figure 12: The indiscipline among community members as a result of affluence causes lack of respect from students cause students to demonstrate.

Summary

This section determined the behavior of community in which the school is situated contribute to the causes of senior high students to unrest. The grand score indicated that majority of the respondents strongly agreed that they face management challenges. Table 19 presents this relationship.

Table 19: Summary responses to the behavior of community in which the school is situated contributes to the causes of senior high students unrest

Responses	Frequency	Percentage
Strongly Disagree	10	16.7
Disagree	15	25.0
Neutral	8	13.3
Agree	16	26.7
Strongly Agree	11	18.3
Total	60	100.0

As can be inferred from table 19 above, out of 60 students who participated in the study, 10 of them representing 16.7% strongly disagreed that the behavior of community in which the school is situated contribute to the causes of senior high students to unrest, 15(25%) disagreed, 8(13.3%) stayed neutral, 16(26.7%) agreed, while 18.3% strongly agreed to that question. This implies that majority of respondents agreed that the behavior of community in which the school is situated contribute to the causes of senior high students to unrest presented in figure 4.14 below:

Table 20: Statistics Summary of the students perception on the behavior of community in which the school is situated contribute to the causes of senior high students to unrest in Obuasi Municipality

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Item 1	12(20)	20(33.3)	4(6.7)	14(23.3)	10(16.7)
Item 2	12(20)	16(26.7)	3(5)	18(30)	11(18.3)
Item 3	18(30)	17(28.3)	5(8.3)	13(21.7)	7(11.7)
Item 4	12(20)	19(31.7)	14(23.3)	10(16.7)	5(8.3)
Item 5	4(6.7)	10(16.3)	11(18.3)	11(18.3)	15(25)
Item 6	4(6.7)	11(18.3)	3(5.0)	3(5.0)	20(33.3)
Total Grand Mean	10(19.4)	15(22.4)	8(8.2)	16(23.5)	11(26.5)

As can be seen on Table 20 above, majority of the respondent's agree that item 2 (i.e, the community disrespecting the school administration causes students to demonstrate) highly contribute to the causes of senior high school students' unrest in Obuasi Municipality. The table indicated that $(18+11, = 30\% +18.3\% = 48.3\%)$ agree, 3(5%) stayed neutral, whiles $(12+16=20\%+26.7\% = 46.7\%)$ disagreed to this statement. This was followed by item 5(i.e, the indiscipline among community members as a result of affluence causes lack of disrespect from the students lead students to demonstration) contribute to the causes of senior high school students' unrest in Obuasi Municipality. The table indicated that $(11+15, = 18.3\% +25\% = 43.3\%)$ agree, 11(18.3%) stayed neutral, whiles $(4+10=23\%)$ disagreed to this statement.

As can be seen on the Table 20 above and figure 14 below, majority of the respondents agree that the behavior of community in which the school is situated contribute to the causes of senior high student to unrest in Obuasi Municipality. The table indicated that (16+11=27) 43% agree, 3.2% stayed neutral, whiles (10+15=25) 41.8% disagreed to this statement.

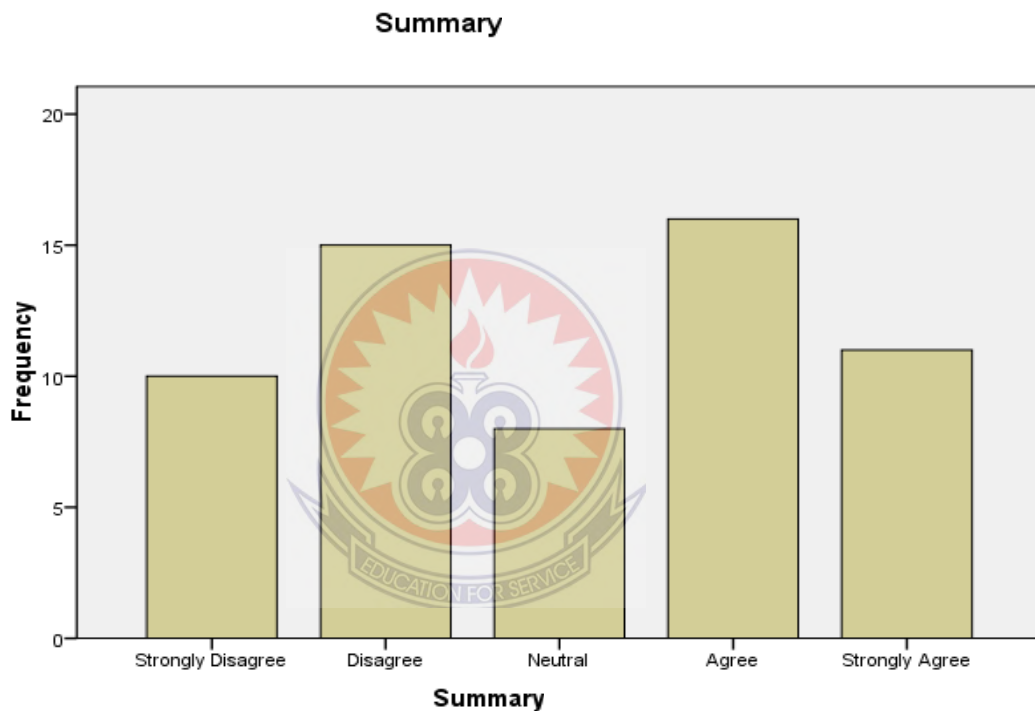


Figure 13: Average responses to the behavior of community in which the school is situated contribute to the causes of senior high students to unrest

This finding was in line with that of Fitzpatrick (1999) who emphasized on a growing concern about the effects of society in which schools are situated contributing students or school violence.

O'Keefe (1997) added that children learn to be violent by modeling and asserted that violence could have an addictive effect to children when exposed to it. This

revelation supports the Luna (2002) assertion that communities often have been critical of school discipline while tolerating their children's behavior. They even have questioned and opposed steps that would make school discipline more effective. In these circumstances children have seen violence succeed, and they have emulated such behavior.

4.2.3. Research Question Three – How does the school environment contribute to the causes of senior high school students' unrest

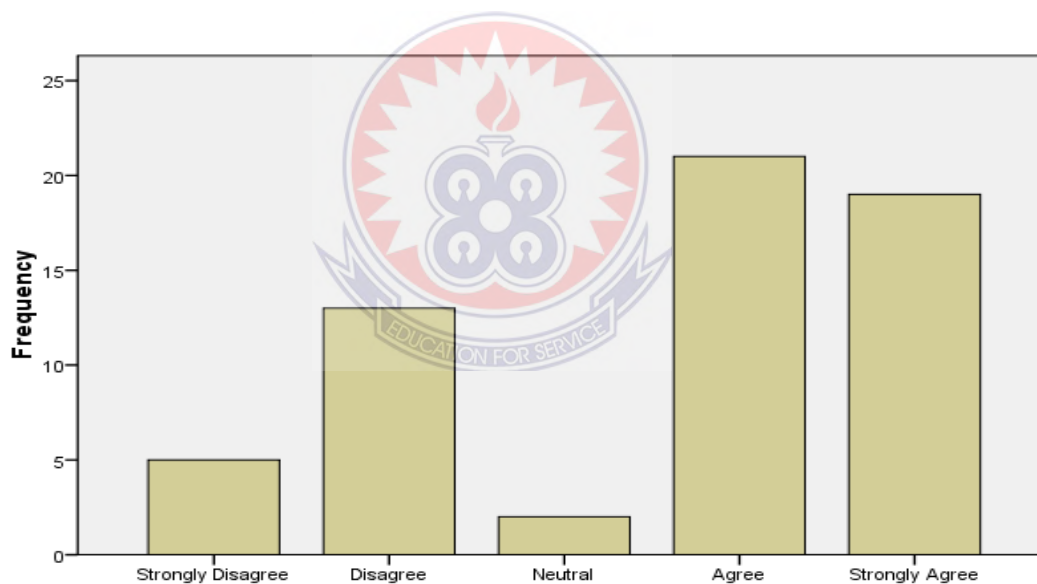
This research question intended to find out if the school environment contributes to the causes of senior high school students' unrest.

Item 1: The students will exhibit unrest behavior if there is an improper class arrangement.

With this statement, 5(8.3%) strongly disagreed, 13(21.7%) disagreed, 2(3.3%) stayed neutral, 21(35%) agreed, while 19(31.7%) strongly agreed to that statement. The mean score of 3.60 implies that averagely the students agreed that they will exhibit unrest behavior if there is an improper class arrangement as shown in Table 20 and presented in figure 15.

Table 20: Item 1 under Research Question Three

Responses	Frequency	Percentage
Strongly Disagree	5	8.3
Disagree	13	21.7
Neutral	2	3.3
Agree	21	35.0
Strongly Agree	19	31.7
Total	60	100.0

**Figure 14: Students exhibiting unrest behavior on improper class arrangement**

Item 2: Frequent absenteeism of teachers to class as a result of their involvement in mining activities cause students to demonstrate

With this 8(13.3%) strongly disagreed, 10(16.7%) disagreed, 4(6.7%) stayed neutral, 18(30%) agreed, while 20(33.3%) strongly agreed. The mean score of 3.53

implies that averagely the students agreed that frequent absenteeism of teachers to class as a result of their involvement in mining activities cause students to demonstrate as shown in Table 21 and presented in figure 16.

Table 21: Item 2 under Research Question Three

Responses	Frequency	Percentage
Strongly Disagree	8	13.3
Disagree	10	16.7
Neutral	4	6.7
Agree	18	30.0
Strongly Agree	20	33.3
Total	60	100.0

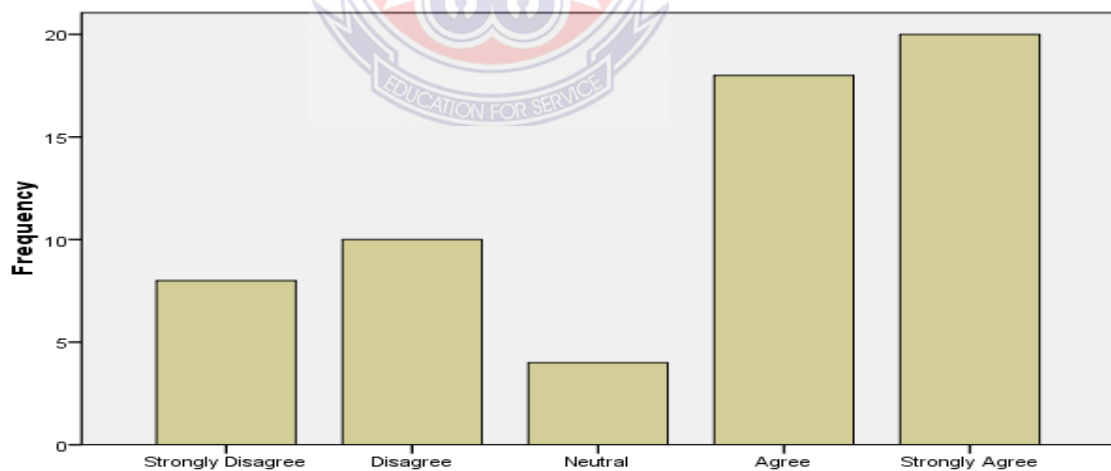


Figure 15: Frequent absenteeism of teachers to class as a result of their involvement in mining activities cause students to demonstrate

Item 3: Poor teachers' methods of teaching cause students to riot.

With this statement, 2(41.9%) strongly disagreed, 6(10%) disagreed, 3(5%) stayed neutral, 25(41.7%) agreed, while 24(40%) strongly agreed. The mean score of 4.05 implies that averagely the students strongly agreed with the statement as shown in Table 22 below and presented on figure 17.

Table 22: Item 3 under Research Question Three

Responses	Frequency	Percentage
Strongly Disagree	2	3.3
Disagree	6	10.0
Neutral	3	5.0
Agree	25	41.7
Strongly Agree	24	40.0
Total	60	100.0

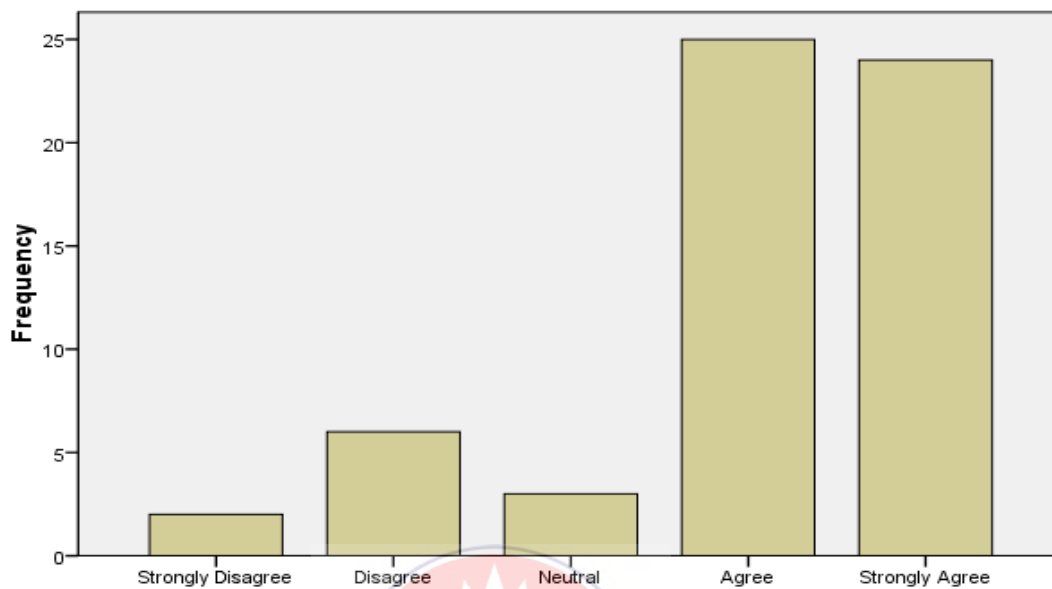


Figure 16: Poor teachers methods of teaching cause students to riot

Item 4: Poor school infrastructure cause student to exhibit some level of riot

The researcher wanted to find out from the students if poor school infrastructure cause student to exhibit some level of riot. With this statement, 7(11.7%) strongly disagreed, 14(23.3%) disagreed, 5(8.3%) stayed neutral, 22(36.7%) agreed, while 12(20%) strongly agreed. The mean score of 3.30 implies that averagely the students agreed that poor school infrastructure cause student to exhibit some level of riot as shown in Table 23 and illustrated in figure 18.

Table 23: Item 4 under Research Question Three

Responses	Frequency	Percentage
Strongly Disagree	7	11.7
Disagree	14	23.3
Neutral	5	8.3
Agree	22	36.7
Strongly Agree	12	20.0
Total	60	100.0

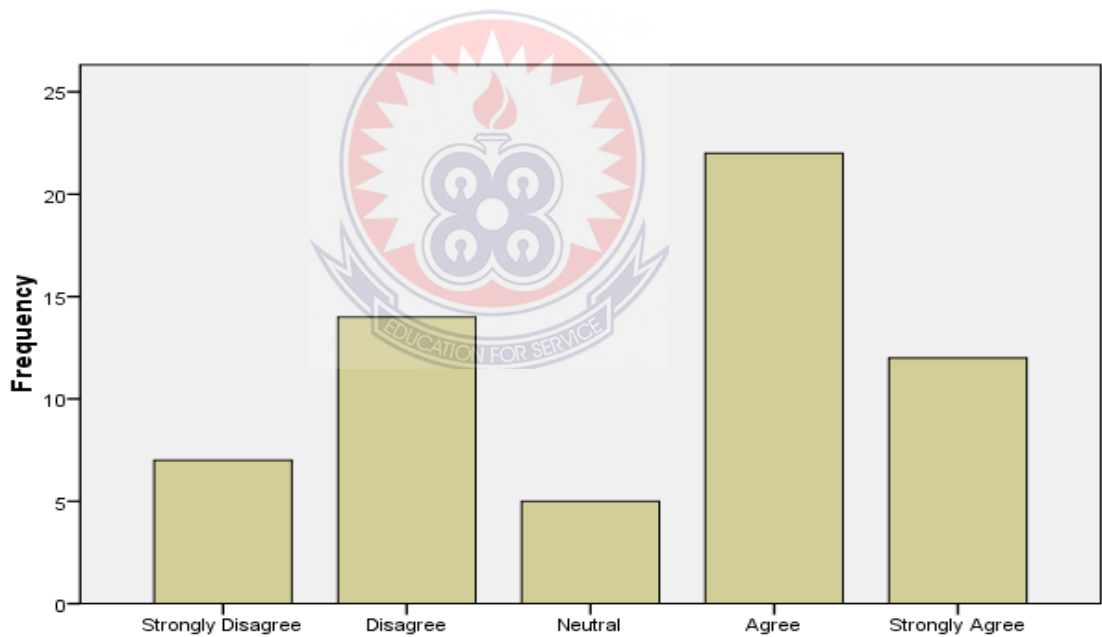


Figure 17: Poor school infrastructure causing student to exhibit some level of riot

Item 5: Bullying and intimidation making students to feel unsafe and unhappy at school cause students to demonstrate.

With this statement, 5(8.3%) strongly disagreed, 12(20%) disagreed, 3(5%) stayed neutral, 16(26.7%) agreed, while 24(40%) strongly agreed to that statement. The mean score of 3.70 implies that averagely the students agreed that bullying and intimidation of students made the student to feel unsafe and unhappy at school cause students to demonstrate as shown in Table 24 and presented in figure 19.

Table 24: Item 5 under Research Question Three

Responses	Frequency	Percentage
Strongly Disagree	5	8.3
Disagree	12	20.0
Neutral	3	5.0
Agree	16	26.7
Strongly Agree	24	40.0
Total	60	100.0

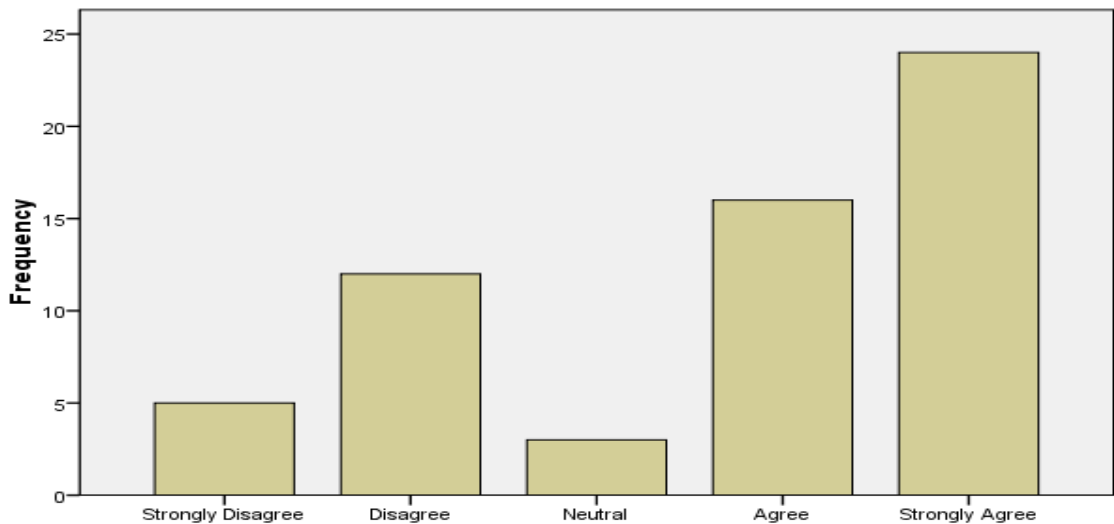


Figure 18: Bullying and intimidation making students to feel unsafe and unhappy at school cause students to demonstrate

Item 6: Using sexual activities as conditions for recommendation and promotion of female students lead students to demonstrate.

With this statement, 6(10%) strongly disagreed, 9(15%) disagreed, 10(16.7%) stayed neutral, 14(23.3%) agreed, whiles 21(35%) strongly agreed. The mean score of 3.58 implies that averagely the students agreed with the statement as shown in Table 25 below and presented in figure 18

Table 25: Item 6 under Research Question Three

Responses	Frequency	Percentage
Strongly Disagree	6	10.0
Disagree	9	15.0
Neutral	10	16.7
Agree	14	23.3
Strongly Agree	21	35.0
Total	60	100.0

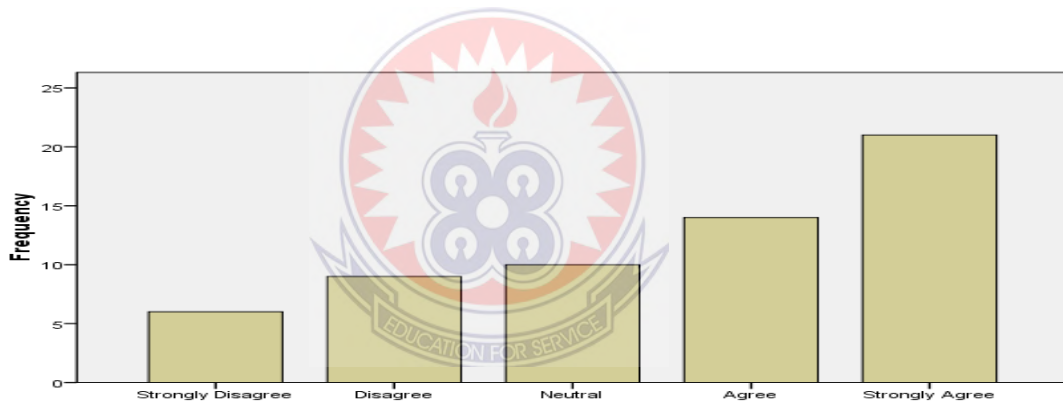


Figure 19: Using sexual activities as conditions for recommendation and promotion of female students lead students to demonstrate

Summary

This section determined the school environment contributes to the causes of senior high school students' unrest. The grand mean score indicated that majority of the respondents strongly agreed that school environment contributes to the causes of senior high school students' unrest as shown in Table 26 and presented in figure 21.

Table 26: Summary responses to the school environment contributes to the causes of senior high school students' unrest

Responses	Frequency	Percentage
Strongly Disagree	6	10.0
Disagree	11	18.3
Neutral	4	6.7
Agree	19	31.7
Strongly Agree	20	33.3
Total	60	100.0

As can be inferred from table 26 above, out of 60 students who participate in the study, averagely, 6 of them representing 10% strongly disagreed that the school environment contributes to the causes of senior high school students' unrest, 11(18.3%) disagreed, 4(6.7%) stayed neutral, 19(31.7%) agreed, while 33.3% strongly agreed to that question. This implies that majority of the students strongly agreed that the school environment contributes to the causes of senior high school students' unrest.

Table 27: Summary of the students' perception on how the school environment contributes to the causes of senior high school students' unrest in Obuasi Municipality

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Item 1	5(8.3)	13(21.7)	2(3.3)	21(35.0)	19(31.7)
Item 2	8(13.3)	10(16.7)	4(6.7)	18(30)	20(33.3)
Item 3	2(3.3)	6(10)	3(5)	25(41.7)	24(40)
Item 4	7(11.7)	14(23.3)	5(8.3)	22(36.7)	12(20)
Item 5	5(8.3)	12(20)	3(5)	16(26.7)	24(40)
Item 6	6(10)	9(15)	10(16.7)	14(23.3)	21(35)
Total grand mean	6(10)	11(18.3)	4(6.7)	19(31.7)	20(22.3)

As can be seen on Table 4.26 above, majority of the respondent agree that item 3 (i.e, poor teachers' methods of teaching cause students to riot) highly contribute to the causes of senior high school students' unrest in Obuasi Municipality. The table indicated that (25+24, = 41.7% +40% = 81.7%) agree, 3(5%) stayed neutral, whiles (2+6=3.3%+10% = 13.3%) disagreed to this statement. This was followed by item 5(i.e, bullying and intimidation making students to feel unsafe and unhappy at school cause students to demonstrate) contribute to the causes of senior high school students' unrest in Obuasi Municipality. The table indicated that (16+24, = 26.7% +40% = 66.7 %) agree, 3(5%) stayed neutral, whiles (5+12=28.3%) disagreed to this statement.

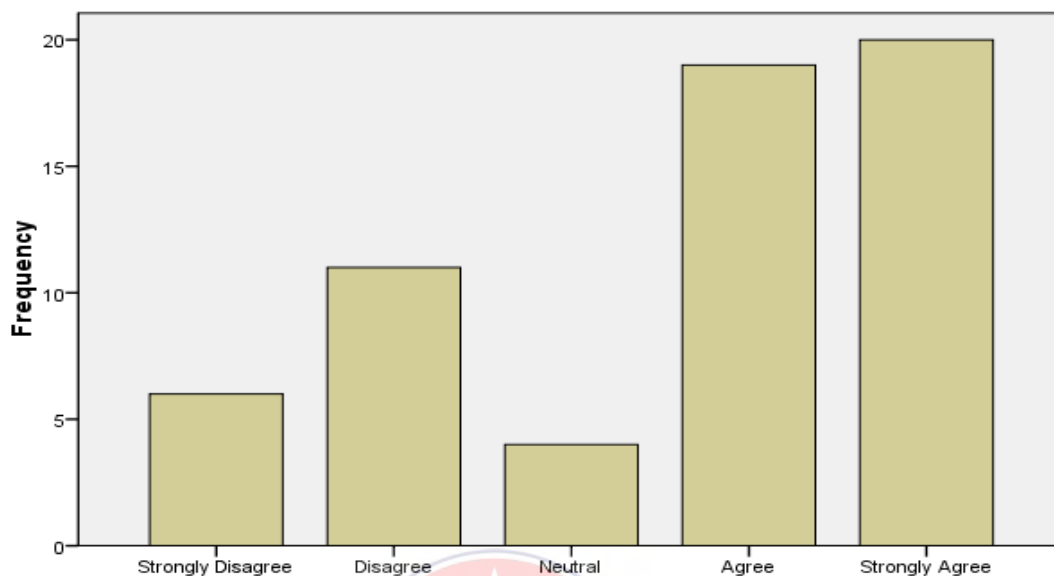


Figure 20: Average responses on the school environment contributes to the causes of senior high school students' unrest

This finding was in line with that of Reinke and Herman (2002) who emphasized that unhealthy school environment is linked with a poorly organized, malfunctioning school that has a prevalent sense of despondency among students and staff, accompanying high rates of teacher and student absenteeism, and a higher incidence of school mobility. They further claimed that such schools are characterized by teachers who are routinely late to class and students being left unsupervised and vulnerable; cramped classrooms and overcrowding; poor physical condition and appearance of school buildings and grounds; high student-teacher ratios; and insufficient teacher training on effective behaviour management. Edwards (2001) also added that an unhealthy school environment not only contributes to academic failure, leading to a lack of school

attachment, school drop-out and criminal offending, but can also contribute to aggressive students' violent behaviour.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the major findings that emerged from the study and the conclusion drawn from it. This chapter includes the summary of the research findings, and conclusion from the results and finally the recommendations for further studies.

5.2. Summary of Findings

The study attempted to outline causes why senior high students in Obuasi Municipality resort to unrest. The following research questions guided the study:

1. What leadership factors contribute to the causes of senior high school?
2. To what extent does the community contribute to the causes of senior high school students' unrest?
3. What environmental factors contribute to senior high school student unrest?

The following findings were arrived at in the present study:

1. The research question one sought to find out if head master leadership behavior contribute to the causes of senior high school students' unrest in Obuasi Municipality. It revealed that majority of the student strongly agreed that arbitrary collection of fees or monies outside those approved by GES led students to demonstration. The majority of the students' agreed that the head master

leadership behavior contributes to the causes of senior high school students' unrest in Obuasi Municipality.

2. Moreover, the second research question which sought to find out if the behavior of the community in which the school is situated contribute to the causes of senior high students unrest, revealed that majority of the students who participated in the study strongly agreed that high rate of hard drug abusers at Obuasi as a result of the galamsey activities has promoted indiscipline among students causing students to demonstrate. Averagely, the students agreed that the behavior of community in which the school is situated contribute to the causes of senior high students to unrest
3. Finally, with respect to research question three which sought to find out if the school environment contributes to the causes of senior high school students' unrest revealed that majority of students strongly agreed that bullying and intimidation making students to feel unsafe and unhappy at school and teachers poor teachers' methods of teaching cause students to riot or demonstrate. Averagely, students strongly agreed that the school environment contributes to the causes of senior high school students' unrest.

5.3. Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. Firstly, arbitrary collection of fees or monies outside those that have been approved by GES lead students to demonstrate coupled with head masters' leadership behaviour led students to riot.

2. Secondly, high rate of hard drug abusers at Obuasi as a result of the galamsey activities has promoted indiscipline among students causing them to demonstrate and the students agreed that the behavior of the community in which the school is situated contributed to the causes of senior high students unrest.
4. Lastly, bullying and intimidation making students to feel unsafe and unhappy at school and teachers' poor teachers' methods of teaching cause students to riot or demonstrate. They further strongly agreed that the school environment contributes to the causes of senior high school students' unrest.

5.4. Recommendations

In light of the research findings and the conclusions, it is recommended that:

1. The school administration should as matter of urgency desist from the arbitrary collection of fees or monies outside those that have been approved by GES. PTA and SMC should monitor the school administration on the approved fees by the government.
2. Moreover, government or the Police should effectively check the high rate of hard drug abusers at Obuasi as a result of the galamsey activities. In addition, the school authorities must be vigilance on the use of hard drugs by the students.
3. Lastly, head masters and the teachers should try to eliminate bullying and intimidation making students to feel unsafe and unhappy while teachers are requested to improve upon their methods of teaching.

5.5. Recommendations for Future Research

The findings of the study suggest that further studies should investigate the following issues:

1. Future research should include the use of interviews and focus group discussions in order to get a detailed, in – depth appreciation of the feeling of the students and teachers since they are the major stakeholders
2. Further research is required to study the effectiveness of the strategies in dealing with riot issues
3. Further concern is required to study factors preventing parents interfering with the school environment – disciplining of students.



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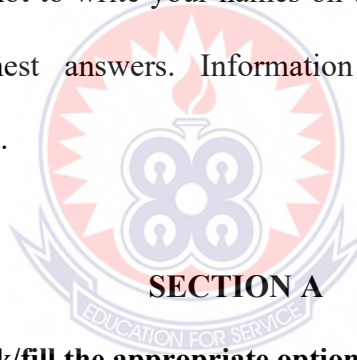
APPENDIX A

DEPARTMENT OF LEADERSHIP

UNIVERSITY OF WINNEBA – KUMASI CAMPUS

Dear respondent,

I am a graduate student of the University of Education – Kumasi Campus, pursuing a study leading to the award of an M.A in Educational Leadership. I would be grateful if you could spend some time to complete this questionnaire for me. The aim of this study is to investigate the effect of head masters' leadership behaviour, community in which the school is situated and school environment causing students in Obuasi Municipality to resort to unrest. You are not to write your names on the questionnaire. THIS IS NOT A TEST. Please give honest answers. Information obtained will be treated with confidentiality. Thank you.



SECTION A

Please tick/fill the appropriate option applicable to you.

1. Sex: Male: [] Female []
 2. Age Group: Less than 16 []. Between 16 – 20 []. 20+ []
 3. Students' Parents Marital Status: Single/Divorced [] Married []
 4. Students' Living Status: Mother Only [], Father Only [], Both Parents [], Other Relatives []
- Students Parents Educational Status: Tertiary [], Secondary [], Basic []

SECTION B**HEADMASTERS' LEADERSHIP BEHAVIOUR CONTRIBUTING TO
STUDENTS UNREST QUESTIONNAIRE**

Introduction: For each of the following statements, circle the number that best describes your headmasters leadership behaviours that cause students unrest. The rating scale is as follow: *1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree*

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Students will demonstrate if head master fails to recognize the students' feeding needs.					
2. Students will exhibit unrest attitude if head master fails to recognize students educational needs such as teaching and learning materials					
3. Lack of free flow of information between students and the school authorities can cause students to demonstrate					
4. Head master refusing to take students' views when formulating school policies will lead students to riot					
5. Use of school property by head master for personal advantage will cause students to demonstrate					
6. Arbitrary collection of fees or monies outside those approved by GES					

lead students to demonstration					
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SECTION C

BEHAVIOUR OF COMMUNITY IN WHICH THE SCHOOL IS SITUATED

CONTRIBUTING TO STUDENTS UNREST QUESTIONNAIRE

Introduction: For each of the following statements, circle the number that best describes your the behavior of community in which the school is situated that cause students unrest.

The rating scale is as follow: *1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree*

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. High rate of corruption and lawlessness at Obuasi as a result of the mining activities lead students to demonstrate					
2. The community disrespecting the school administration caused students to demonstrate					
3. The mining at Obuasi had increased the crime rate among the students that led to students demonstration					
4. Poor parents school involvement as a result of their mining activities cause students to demonstrate					

5. The indiscipline among community members as a result of affluence causes lack of respect from the students lead students demonstration					
6. High rate of hard drug abuse at Obuasi as a result of the galamsey activities has caused indiscipline among students causing students to demonstrate					

SECTION D

BEHAVIOUR OF COMMUNITY IN WHICH THE SCHOOL IS SITUATED

CONTRIBUTING TO STUDENTS UNREST QUESTIONNAIRE

Introduction: For each of the following statements, circle the number that best describes your school environment contributes to the causes of senior high school students' unrest.

The rating scale is as follow: *1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree*

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1 The students will exhibit unrest behavior if there is an improper class arrangement					

<p>2. Frequent absenteeism of teachers to class as a result of their involvement in mining activities cause students to demonstrate</p>					
<p>3. Poor teachers methods of teaching cause students to riot</p>					
<p>4. Poor teaching infrastructure cause student to exhibit some level of riot</p>					
<p>5. Bullying and intimidation making students to feel unsafe and unhappy at school caused by students to demonstrate</p>					
<p>6. Using sexual activities as conditions for recommendation and promotion of female students lead students.</p>					