Leadership Styles Of Basic School Head Teachers: How Does It Influence Teachers' Classroom Performance?

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Abstract: *The purpose of the study was to examine the perceived effects of leadership styles on the teachers' classroom performance and also to determine the leadership styles preferred by basic school teachers. It is of utmost importance to note that the roles of head teachers in the management of educational institutions especially at the basic levels cannot be over exaggerated. It is against this background that the study was conducted in order to examine how these perceived effects influence teaching and learning at the basic level. The study was conducted using descriptive survey design and the respondents were sampled through proportional stratified random sampling procedure. Two hundred and sixty-nine (269) respondents comprising 179 males and 90 females were used. The reliability coefficient of .85 which was considered to be strong was used. Among other things, the study revealed that basic public school teachers largely agreed that the leadership styles of their head teachers have effects on their classroom performance. It was also disclosed that teachers preferred democratic, transformational, inspirational and distributed leadership styles. In all, head teachers are advised to practice a mixture of leadership styles since no single leadership style is appropriate for all situations.*

Key words: Leadership style, Basic schools, Classroom performance, Head teachers

Background to the Study

Education in Ghana plays a major role in our quest for economic and social development as a middle income country. As a result, governments since independence in 1957 have allocated huge proportion of the annual budget to the educational sector. For instance, since 1996 about 40% of budgetary allocation has gone to education sector. This large budgetary allocation is in recognition of the fact that education is the life-blood of the economy of the country (Entsuah, 2005).

Despite the huge investment made by governments, the education sector is plagued with myriad of problems resulting in low performance of students especially at the basic level. Several factors have been assigned as the cause, including pupil-teacher ratio, lack of motivation on the part of teachers, parents' attitudes, students' attitudes towards learning and many others. It is as a result of this that a number of programmes (Bridge to English, Bridge to Language, Quality Education for All and National Literacy Acceleration Programme) were introduced into the basic school curriculum in the South Tongu District. However, these well thought-out initiatives did not yield the expected result as one would have wished. It is time we took a look at another area which could be a possible cause of low performance at the basic level, that is "leadership of head teachers".

Leadership is all about organisational improvement; more specifically, it is about establishing agreed-upon and worthwhile directions for the organisation in question, and doing whatever it takes to prod and support people to move in those direction (Louis, 2010). The importance of leadership styles of basic school teachers cannot be underestimated. In fact, research has shown that leadership is second only to classroom instruction with respect to all school-related factors which add to what students learn in school. It is reported that the effects of leadership styles on students' learning is much greater in schools that are in difficult situations. It implies that before a troubled school is turned around, it needs strong or powerful leader who some experts would describe as a catalyst (Leithwood, Louis, Anderson & Wahlstrong, 2004).

Most effective school leaders focus their attention on the work in the school by developing a clear mission or purpose for the school. They communicate the purpose or the goals in transparent and clear terms so that the key players in the enterprise apprise themselves of what is expected of them (Mclever, Kearns, Lyons & Sussman, 2009). There is a strong relationship between leadership and improved students achievement as it was reported in a number of sponsored study by Wallace Foundation. It was revealed that where a number of variables are examined critically and in separate respects, their effects on leaning is very small and that the real payoff comes where the variables are combined to reach critical mass. They argue that the only condition under which that can occur will be the burden of the school leader (Wallace, 2011). All these point to the fact that the

head teacher who is the leader in a school cannot be written off. The success or failure of the school to a very large extent depends on him or her.

Statement of the Problem

The issue of leadership is a dicey one since it has different meaning to different people even in the same organisation. The leadership styles of head teachers as perceived by the subordinates could be an asset or liability for the organisation. It becomes an asset because it would help the organisation improve performance which ultimately raises overall performance of the school. It is liability if it seriously affects classroom performance of teachers and also influences the kind of relationship that exists between the staff and the head teacher. It is therefore important to find out the kind of leadership styles preferred by basic school teachers and whether leadership has any influence on their classroom performance.

Purpose of the Study

The purpose of the study was to find out;
1. The basic school teachers perceived effects of leadership styles of their heads teachers.
2. The leadership styles are preferred by public basic school teachers in the South Tongu District.

Research Question

1. How do basic school teachers perceive the effects of the leadership styles of their head teachers on their classroom performance?
2. Which leadership styles are preferred by public basic school teachers?

Democratic Leadership Style

According to Lewin and Lippit (1939), democratic leader is the type of leader who involves subordinates or employees in decision making process (determining what to do and how to do it). However, the final decision rests with the leader. It should be pointed out that, democratic style is not a sign of weakness on the part of the leader but a sign of strength that your subordinates will respect. In a democratic style, morale is high; cooperation exists between the leader and followers. According to Bass, (1990), Hackman and Johnson (1996), democratic leadership style increases subordinates' output and satisfaction and ensures that there is total commitment to the organisation. Luthar (1996) asserts that in democratic style, participation is a core feature. It means that every member of the organisation is a player in the process leading to the final decision made by the organisation. Democratic style promotes freedom and creativity in an organisation (Lewin & Lippit, 1939). Finally, the most common feature of leadership is vision (Bass, 1990; Northouse, 1997; Yukl, 2002). This means that a leader has to see beyond the present. On the other hand, democratic leadership style may lead subordinates to be lazy and take things for granted. Decision making may take too much time since the leader has to seek the consent of the whole group (Lewin & Lippit, 1939).

Transformational Leadership Style

The transformational leadership is said to occur when leaders and followers unite in pursuit of higher order common goals, when "one or more persons engage with others in such a way that leaders and followers raise one another to a higher levels of motivation and morality" (Burns, 1978, p. 20). This therefore implies that the leader-follower relationship is one in which the purpose of both become fused, creating unity and collective purpose (Barker, 1990). The leader motivates followers to "work for transcendental goals instead of immediate self-interest, for achievement and self-actualisation rather than safety and security" (Murray & Feitler, 1989, p. 3), and creates within followers a capacity to develop higher level commitment to organisational goals (Leithwood & Jantzi, 2000).

Transformational leadership model emphasise that "transformational leaders are able to alter their environments" to meet their desired goal (Kirby, King & Paradise, 1992 p. 303). It is said that transformational leaders use communication as the basis for goal attainment focusing on the final desirable result. Expressing the importance of communication, Newcomb and Ashkanasy (2002) indicates that how a leader delivers a message can be more important than the content of the message. In a school setting, transformational school leaders do the right thing by promoting educational restructuring and innovation, focusing on building vision, encouraging collaborative participation and raising the role of followers to that of leaders (Silins, 1994).

Inspirational Leadership Style

The inspirational leader (Cobbold, 2012) is the leader who raises people's motivation in order that they achieve more by aligning their goals and values with that of the organisation. Inspirational leaders also encourage people to carry out the task at hand because they want to and not because of reward from the leader.

Distributed Leadership Style

Distributed leadership is explained as a form of leadership that includes all the different forms of collaboration experienced by the principal, teachers, and members of the school's improvement team in leading the school's development (Heck, & Hallinger, 2009). On his part, Fullan (2001) explains that for sustainable change to take place in schools, it is dependent upon distributed leadership among the school staff. Other researchers have also admitted that distributed leadership must result in changes that are embraced and owned by the teachers who are in charge of implementing those changes in classroom (Fullan, 2006; Hall, & Hord, 2001; Heck & Hallinger, 2009). On their part, Harris (2004) and Muijs (2005) assert that distributed leadership focuses on employing expertise within the organisation rather than searching through formal position or role. This implies that members of the organisation contribute their ideas, knowledge, skills and experience towards running of the organisation. Believing this, Cobbold (2012) stated that distributed leadership is not concentrated

in any heroic and charismatic figure who leads while others follow dutifully.

Due to the current wave of leadership which demands that there be collaboration among the players in the school enterprise, the approaches to leadership should not be exclusive to principals alone, instead it should be shared among all (Donaldson, 2001) since in their opinion (Hall & Hord, 2001) principals alone cannot do it. Obviously, distributed leadership certainly contributes to school improvement and creates an internal capacity for school development (Harris, 2004). This was supported empirically by Firas, Jinan and Paiman (2011) who found out that teachers perceived the distributed leadership style as improving school performance even though others thought otherwise.

Effects of Leadership Styles

In order to contribute to filling the gap in the leadership field, Nsubuga (2008) conducted a research in some selected senior secondary schools in Uganda. The study was aimed to find out how leadership styles adopted by school head teachers influence the school overall performance in secondary schools in Uganda.

Correlation survey design was used. In all 625 respondents were selected using the Krejcie's and Morgan's (1970) table. From the population, the following samples were chosen; 24 head teachers, 200 teachers, 351 students, 49 parents and 10 officers were selected. It was difficult to determine the appropriateness or otherwise of the sample since it was not mentioned. The researcher used purposive and random sampling techniques to select head teachers, teachers, parents and official from Ministry of Education and Sports (MoES) while systematic sampling was used to select students. In using the purposive sampling method, Cohen, et al (2007) pointed out that while the method may satisfy the researcher's needs to use it, it does not represent the wider population, saying that it is deliberately and unashamedly selective and biased.

The data collection instruments were questionnaire, observation, interview and documentary analysis. This in no doubt made the study very holistic since it used a lot of instruments in collecting data from respondents. According to Cohen, Mannion and Morrison (2007), the use of more than one instrument is good because the researcher has the opportunity to assess many aspects of the respondents. Again, the analysis and the computation of the figures if not properly done could affect the findings.

The study established that there is a significant perceived leadership effect not only on the students' learning, but also an array of school conditions for that matter. This finding was also supported by Allan (1981), and Darko (2008), when they stated that principal has great impact on the administration and performance of a school. Contrarily, some earlier researchers found no perceived influence of a leader in an organisation (Brown, 1982; Meindl & Ehrlick, 1987; Salancik & Pfeffer, 1977). The study established the pivotal role of leadership in education.

Other findings were that, there is a strong positive relationship between the leadership style and school performance; the autocratic style of school head teachers has a negative effect on school performance; there was no relationship between the head teachers' number of years in service and school performance and finally, there is strong positive relationship between democratic leadership style and school performance. These findings are important to the current study due to the fact that it will seek to determine whether leadership of head teachers have some influence on teachers' performance.

Research Design

Broadly speaking, a study design refers to the plan and schedule of work, or a process of creating an empirical test to support or reject a knowledge claim (Gall, Borg & Gall, 1996). The descriptive survey was the design used for the study. The descriptive survey is that which describes the nature of a phenomenon and finds answers to research questions. Since the study involves collecting data in order to test research questions concerning the current status of the teachers' perception of their head teachers' leadership style, descriptive survey design was appropriate (Gay, 1992). For the purpose of this study, cross-sectional survey type was used. A cross-sectional survey collects information from a sample that has been drawn from predetermined population (Fraenkel & Wallen, 2006).

Population

The larger group to which one hopes to apply the results of a study is the population (Fraenkel & Wallen, 2006). There are about 122 schools in the South Tongu District. Teachers in these schools constituted the target population. Ninety-four schools with teacher population of 919 (accessible population) out of which samples were selected for the study.

Sample and Sampling Technique

The researcher selected 179 males (30% of 611) and 90 females (30% of 308) in the 94 basic schools (63 primary and 31 J.H.S) (Krejcie and Morgan, 1970).

A proportional stratified random sampling technique was employed to select the sample for the male and female. The proportional stratified random sampling is a technique in which certain subgroups, or strata, are selected for the sample in the same proportion as they exist in the population (Gay, 1996). The study was to find the difference in the perception of male and female basic school teachers' of their heads , so it was necessary to have their representation in the sample. As many as 179 males and 90 females in the 94 basic schools were selected.

Research Instrument

Closed-ended type of questionnaire was used. Highly structured closed- ended items are useful in that they can generate frequencies of response amenable to statistical treatment and analysis. They also enable comparisons to be made across groups in the sample (Oppenheim, 1992).

Data Analysis

Question 1: How do basic school teachers perceive the effect of leadership styles of their head teachers on teaching and learning? SPSS was employed to run the descriptive statistics such as frequency distribution to determine the extent to which leadership styles of the head teachers have influence on the performance of respondents.

Question 2: Which leadership styles are preferred by basic school teachers in the South Tongu District? Again, SPSS was used to run descriptive statistics such as frequencies and percentages. Frequencies and percentages were used because the researcher wanted to sample the views of respondents about which leadership styles they preferred.

Results and Discussion

The research questions looked at the perceived effects of the leadership styles adopted by the head teachers and how it influences classroom teachers' performance. Percentage counts were used to analyse the two research questions. These items were pulled together to form each of the styles. The descriptions of the measurement of these variables have been done in the preceding discussion. As discussed earlier, these items were pulled together with the help of Test Analytics for Surveys (TAfS), a tool of Predictive Analytic Software (PASW) Version 18.0. The results are presented in the table below.

Research Question 1: How do basic school teachers perceive the effect of the leadership styles of their head teachers on teaching and learning?

The research question focused on basic school teachers' perception of the leadership styles of their head teachers on teaching and learning. Issues examined include the encouragement of head teachers' leadership style on teachers' performance in the classroom, the manner in which head teachers approach or treat teachers and the effect of leadership style of the head teachers on teachers' implementation of new ideas. Opinions on the issues were measured on a four-point scale of one to four with one showing the least agreement and four showing strong agreement.

The four-point scale was transformed into two-point scale. Strongly agree and agree were pulled together to form agree while strongly disagree and disagree were also pulled together to form disagree. Based on the initial scale used for the instrument, a theoretical mean of ranges were derived and used to segregate respondents into strongly agree (3.5 – 4), agree (2.5 – 3.4), disagree (1.5 – 2.4) and strongly disagree (1.0 – 1.4). The relevant percentage and mean values are presented in Table 1. These values were obtained with the help of Test Analytics for Surveys (TAfS), a tool of Predictive Analytic Software (PASW) Version 18.o, which is used for coding data and analysing responses to close and open-ended questionnaire and produces tables and charts directly to enable data interpretation.

Table 1: Basic School Teachers Perception on the Effect of the Leadership Styles of their Head teachers on Teaching and Learning (N = 258)

Statements on the effects of head teachers leadership styles	Disagree		Agree		Mean	SD
	No.	%	No.	%		
My head teacher's leadership style encourages me to perform well in the classroom	83	32.2	175	67.8	2.833	1.028
The way my head teacher treats me influences my performance negatively in classroom	175	67.8	83	32.2	2.221	.991
It does matter how my head teacher approaches me in the school	123	47.7	135	52.3	2.605	1.101
The leadership style of my head teacher boosts my morale in the performance of my classroom activities	71	27.5	187	72.5	2.775	.889
The leadership style of my head teacher impedes implementing new ideas	102	39.5	156	60.5	2.965	.922
I am happy and more productive because my head teacher always includes me in almost all decision making processes in the school	71	27.5	187	72.5	2.876	.851
Mean of means					2.713	

Source: Field Data, 2013.

As contained in Table 1, majority (67.8%) of the basic school teachers were of the view that their head teacher's leadership style encouraged them to perform well in the classroom. Averagely respondents agreed (Mean = 2.833, SD = 1.028) that their head teachers' leadership style encouraged them to perform well in the classroom. The finding is consistent with the views of Klein and Kim (1998) who commented that effective use of leadership style by leaders improves the performance of the employees in that organisation. Similarly, the finding confirms the submission made by Lussier and Achua (2001) that appropriate leadership styles used by leaders in any organisation increases the performance of the organisation. However, majority (67.8%) of the basic school teachers indicated that the way their head teachers treat them do influence their performance negatively in classroom. Averagely, respondents disagreed (Mean = 2.221, SD = .991) with the issue.

Majority (52.3%) of the basic school teachers indicated that it did matter how their head teacher approached them in the school. Similarly, 72.5% of the basic school teachers agreed that the leadership styles of their head teachers boost their morale in the performance of their classroom activities. The findings are in line with the submissions of Blake and Mouton (1985). According to Blake and Mouton, effective leadership style that involves management ensures that adequate performance is achieved through balancing the necessity to get the best results while maintaining morale in the organisation. Similarly, Lewin and Lippit (1939) also commented that effective leadership style that ensures that power is decentralised, result in creativity since the leader is not a dominant figure which finally affect the group morale of the employees and the organisation as a whole.

As depicted in the Table 1, majority (60.5%) of the basic school teachers again agreed that the leadership style of their head teachers impeded implementing new ideas in the school. The finding corroborates with the comments of Cullen (as cited in Lussier & Achua, 2001) who commented that the kind of leadership styles adopted by the leader to some extent hinder the process of a leader communicating ideas, gaining acceptance of subordinates and motivating followers to support and implement new ideas through change.

Similarly, 72.5% of the basic school teachers admitted that they were happy and were more productive because their head teachers always included them in almost all decision making processes in the school. The finding is consistent with the submission of Lewin and Lippit (1939). They posited that leaders that involve subordinates or employees in decision making process increase the morale of subordinates, the cooperation between the leader and followers and also promote freedom and creativity in an organisation. Participation decision-making increases productivity in an establishment, however, such involvement may lead subordinates to be lazy and take things for granted.

Substantially, the mean of all means (2.713) indicates that, generally basic school teachers were of the view that the kind of leadership styles adopted by their head teachers in the various basic schools affected their performance in the schools. The findings are in support of Blasé and Blasé (2002) who in a study of 50 exemplary teachers found out that the bad leadership styles by their principals have significant adverse effects including psychological, emotional, physical and physiological problems on them. Conclusively, it is clear that the actions and inactions of a head teacher in one way or the other influence the performance of teachers in the classroom and by extension in the school. Therefore, it is advisable for head teachers in our educational institutions to be very careful and professional about their dealings with teachers under their control. It is when there is cordial relationship that everybody will be happy and do what is expected of them thereby creating enabling environment for academic work.

Research Question 2: Which leadership styles are preferred by basic school teachers in the South Tongu District?

The last substantive research question of the study dealt with the leadership styles that are preferred by the basic school teachers in the South Tongu district. Issues examined include the group interaction in which decisions are taken unanimously in schools, control in schools and concern of the head teachers in the schools and the vision of the head teachers. Other issue considered was head teachers encouragement and motivation of teachers in the various schools. The issues were measured on a four-point scale ranging from one to four using quantitative values. Percentage distributions of the individual issues were computed with the help of Test Analytics for Surveys (TAfS), a tool of Predictive Analytic Software (PASW) Version 18.0, which is used for coding data and analysing responses to questionnaire and produces tables and charts directly to enable data interpretation. The descriptive statistics of the responses are presented in Table 2.

Leadership Styles that are preferred by Basic School Teachers in the South Tongu District (N = 258)

Statement on the Leadership styles that are Preferred by Basic School Teachers	SD %	D %	A %	SA %
I prefer group interaction in which decisions are taken unanimously	7.8	10.0	24.8	57.4
I prefer my head teacher treats me as a co-worker	0.0	0.0	43.0	57.0
I prefer my head teacher tells me what to do in the school	9.7	21.7	58.5	10.1
I want my head teacher alone to take control of all school matters	62.0	27.9	7.8	2.3
I am very happy when my head teacher shows little concern in all school matters	26.4	18.6	17.8	37.2
I prefer group interaction in which decisions are taken unanimously	7.8	10.0	24.8	57.4
I prefer my head teacher shows concern for my professional development	0.0	7.8	48.0	44.2
I am very happy when my head teacher shares his or her vision for the school with me	0.0	5.4	57.8	36.8
I prefer to be allowed to do what pleases me in the school	60.1	22.1	15.5	2.3
I prefer my head teacher to promise me a reward before carrying out my work	50.0	27.9	15.5	6.6
I prefer my head teacher and I take decisions that will benefit the two of us	31.0	21.3	28.3	19.4
It is appropriate when the authority does not reside in an individual in the school	31.4	26.7	20.5	21.4
It is good for all to be involved in the running of the school	0.0	6.6	33.3	60.1
I am inspired when my head teacher encourages me to do more	0.0	0.0	34.5	65.5
I strive for excellence when I am being motivated by my head teacher	2.3	2.4	55.0	40.3

Source: Field Data, 2012.

As depicted in Table 2, majority of the basic school teachers indicated strongly that they preferred group interaction in which decisions are taken unanimously (57.4%) and that they preferred their head teacher's treating them as co-workers (57.0%). The findings are consistent with the work of Gyansah (2000) who revealed that most teachers endorsed democratic leadership style, that is, a leadership style that makes the leader to involve subordinates or employees in decision making process and also see teachers as co-workers. Similarly, 58.5% of the basic school teachers agreed that they prefer their head teacher's telling them what to do in the school.

However, majority (62.0%) of the basic school teachers strongly disagreed that they want their head teachers alone to take control of all school matters. The finding supports the submission of Lewin et al. (1939) who indicated that leaders who wield a lot of power make decisions alone which are sometimes appropriate for employees who need close supervision. It is important to point out that autocratic leadership style has some good aspects; decisions are quickly taken without the usual delay tendency associated with democratic style. Productivity most at times is high since the leader does not tolerate any flimsy excuse from the subordinates. However, the bad side of autocratic style is that when power is centralized in one person, it could be abused. In the second place, it does not result in creativity since the leader is a dominant figure. Lastly, group morale could be affected.

The combined percentage shows that majority (55.0%) of the basic school teachers agreed that they were very happy when their head teacher showed little concern in all school matters. Again, majority (57.4%) of the basic school teachers strongly agreed that they preferred group interaction in which decisions were taken unanimously in the school. The finding confirms the views of Entsuah (2005) who indicated that leaders who adopt the laissez-fair leadership style create room for employees to feel free to operate what they want to do in the organisation. Also,

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decisions are easily accepted since the leader does not subject issues to critical analysis. However, in laissez-fair atmosphere, there is no control. Also, chaos and conflict are the marks of the organisation because the leader is simply not in charge.

With regard to transformational leadership style, the combined percentages of agreed and strongly agreed show that majority (92.2%) of the basic school teachers preferred their head teachers showing concern for their professional development. Similarly, 57.8% and 36.8% agreed and strongly agreed respectively that they were very happy when their head teacher shared his/her vision for the school with them. The findings support the submission of Silins (1994), that in a school setting, transformational school leaders do the right thing by promoting educational restructuring and innovation, focusing on building vision, encouraging collaborative participation and raising the role of followers to that of leaders.

The findings further confirm the views of Leithwood and Jantzi (2000). According to Leithwood and Jantzi, this form of leadership style occurs when leaders and followers unite in pursuit of higher order common goals, when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. This therefore implies that the leader-follower relationship is one in which the purpose of both become fused, creating unity and collective purpose. The leader motivates followers to "work for transcendental goals instead of immediate self-interest, for achievement and self-actualisation rather than safety and security, and creates within followers a capacity to develop higher level commitment to organisational goals.

However, majority (60.1%) of the basic school teachers strongly disagreed that they preferred to be allowed to do what pleases them in the school. Similarly, 50.0% of the teachers strongly disagreed that they preferred their head teacher to promise them a reward before carrying out their work. Again, the combined percentages of strongly disagreed and disagree show that majority (52.3%) of the teachers do not prefer that their head teacher and them take decisions that will benefit only the two of them.

The findings are consistent with the views of Barker (1990) and Kirby et al. (1992). They both indicated that a leadership style that occurs when the leader makes contact with the subordinates for the purpose of exchange of valued things is seen as a transaction. In this relationship the leader and the led exchange needs and services in order to accomplish independent objectives. In comparing transactional leadership to transformational leadership, it is said that transactional leadership is being augmented by transformational leadership to predict higher followers' or employees' performance, satisfaction, and perceived leader effectiveness beyond what could be accounted by transactional alone (Waldman et al., 2001).

However, more (31.4%) and 26.7% of the teachers strongly disagreed and disagreed respectively that it was appropriate when the authority does not reside in an individual in the school. In contrast to that, majority (60.1%) of the basic school teachers strongly agreed while 33.3% agreed that it was good for all to be involved in the running of the school. The findings are inconsistent with the comments of Heck and Hallinger (2009) that distributed leadership is a form of leadership that includes all the different forms of collaboration experienced by the principal, teachers, and members of the school's improvement team in leading the school's development. Heck and Hallinger further posited that this form of leadership style results in changes that are embraced and owned by the teachers who are in charge of implementing those changes in the classroom.

In contrast to the views of Heck and Hallinger (2009) the comments of Cobbold (2012) is in line with the findings that it is good for all to be involved in the running of the school since distributed leadership focuses on employing expertise within the organisation rather than searching through formal position or role which implies that members of the organisation contribute their ideas, knowledge, skills and experience towards running of the organisation. Believing this, Cobbold posited that distributed leadership is not concentrated in any heroic and charismatic figure who leads while others follow dutifully. Firas et al. (2011) also found out that teachers perceived the distributed leadership style as improving school performance even though others thought otherwise.

Majority (65.5%) of the basic school teachers strongly agreed that they were inspired when their head teacher encouraged them to do more. Similarly, majority (55.0%) of the teachers admitted that they strived for excellence when they were motivated by their head teacher in their various schools. The findings are in line with the submission of Cobbold (2012) who commented that an inspirational leader is a leader who raises people's motivation in order that they achieve more by aligning their goals and values with that of the organisation. Inspirational leaders also encourage people to carry out the task at hand because they want to and not because of reward from the leader. These findings imply that before any school programme succeeds, it would be incumbent on the leaders of the various educational institutions to adopt a combined leadership styles in order that they can meet the behaviour challenges of their subordinates. There would be conflicts and crises if our leaders adopt the usual stereotype styles in the discharge of their duties. When this happens, teachers would not cooperate and it can result in the falling standards of education.

In all, the findings from Table 2 confirms the earlier work of Lewin and his associates (as cited in Casmir, 2001) concerning democratic, autocratic and laissez-faire leadership that laid the foundation for the behaviour

approach to leadership. Overall, the behaviour approach in no doubt increased our understanding of leadership by successfully identifying several groups of behaviours. Particularly, task-and relationship-oriented behaviour are well established as the primary leadership behaviour (Casmir, 2001). Similar to the trait approach, the behaviour approach to leadership, by concentrating only on behaviours and disregarding powerful situational elements, provides a simplistic view of a highly complex process, and therefore, fails to provide a thorough understanding of the leadership phenomenon.

Conclusions

It can be concluded that;

1. Basic school teachers in the South Tongu District largely agreed that the behaviour of their head teachers had some influence on their classroom performance.
2. The respondents in the study area indicated that they preferred democratic, transformational, inspirational and distributed leadership styles.

Recommendations

Head teachers are encouraged to practice situational leadership styles since no one particular leadership style is applicable in all situations. This could be done through organising in-service training and workshops for them. When this is done, it would help them handle various behaviour styles of their subordinates. Again, leadership style has some effect on the performance of teachers, both teachers and head teachers are to be given an in-service training so as to help one another in their efforts to achieve greater height in their educational institutions. This is because when there is a strained relationship between the staff, it retards the progress of the institution since morale would be very low and that would result in apathy.

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