Effect of Teachers' Leadership Roles on Educational Standard in Ningo-Prampram District

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Abstract

The study investigated the effect of teachers' leadership roles on educational standard in the Ningo-Prampram District in the Greater Accra region of Ghana. The study was conducted in the whole district. This district is further divided into six circuits. The study employed a multistage sampling and a cross sectional survey design as well as a cluster sampling technique to select 180 respondents based on the geographic extent of the study area. Data was collected using a self-developed structured questionnaire and was analysed using descriptive statistics, bivariatecorrelational and regression analysis. . The study found that teachers and head teachers in the Ningo-Prampram District perform leadership roles in various capacities with the core being serving as instructional specialists (mean = 2.63), (std. deviation=1.12). The study however unravelled that standardof education in relation to Basic Education Certificate Examination passing rate is low and has no relationship with available school facilities (mean = 1.68).

However, the effect of teachers' dominant leadership roles on educational standard in the district has a positive significant prediction. Leadership role on educational standard in the district was found to be positive. This is based on the regression analysis. This further implies that the more teachers play their roles as instructional specialists the more education standards go high or better still there will be improvement in education standards in the Ningo-Prampram district. It is however recommended based on the low standard of educational outcome in the district that parents and teachers, government, old students as well as Non-governmental Organizations and industries should stem up as primary stakeholders and exercise their corporate social responsibilities to help improve educational standard in Ningo-Prampram district.

Keywords: Leadership, Education Standard, Educational Development,

1. INTRODUCTION

The blame game as to who is behind or causing the falling educational standards continues to rage on in Ghana and for that matter Ningo-Prampram District without any concrete solution. Miller (2001) defined educational standards as the learning goals for what students should know and be able to do at each level. This notwithstanding, parents blame government and teachers for not providing quality education to their children, government blames teachers for not doing much in the provision of quality education, and teachers are not happy that government is not providing the necessary teaching and learning materials adequately to help them to deliver quality education. Teachers are also blaming parents for shirking their responsibilities towards the education of their children, and parents blame their children for not taking education seriously, while children blame their parents for not providing them with the necessary basic needs of education to encourage them to increase their learning capabilities.

Parental neglect cause pupils' refusal to accept the opinion that they are the cause of non-performance in school. Explained further, there are times when parental neglect and refusal to accept responsibility cause pupils' inability to perform in school. Nassozi (2010) quoted Gumiriza (1990) in support of this assertion and concurred that the problem of discipline, which is a prerequisite to good educational standards is worsened by some parents who had literally abandoned their role as moulders of children. According to the (2014) District Annual Report on Education in Ningo-Prampram District, there are situations when schools resume from holidays only to encounter school children in some parts of Ningo-Prampram district neither idling in the villages nor eager to labour for more income, in fishing villages around the Volta river, locally called 'akosombo' while their city counterparts itch to return to school. Nobody seems to come out clearly with what the actual cause of falling educational standardsin public basic schools in the Ningo-Prampram district is. That is why a study was conducted in order to examine the effects of teachers' leadership role on educational standard in this context in Ningo-Prampram district.

The engagement of teachers in National assignments such as electoral works, census works, among others have also been mentioned in both print and electronic media as having a negative effect on the leadership activities of teachers. The teachers' contact hours with pupils are lost in the name of national assignments (Ningo-Prampram Annual Education Report, 2014). Nassozi (2010) quoted Akankwasa (1997) and Kangoda (1997) and attributed a decline in students' discipline to teachers whose commitment seem dysfunctional but further viewed the teacher as

respect worthy in public view. Miller (2001) further defined educational standards as the learning goals for what students should know and be able to do at each level. This definition is in conformity with Nassozi (2010) who measured standards with discipline of students. Educational standards help teachers to ensure their students have the skills and knowledge they need to be successful while also helping parents understand what is expected of their pupils. Educational Standards in other words define the knowledge and skills students (pupils) should possess at critical points in their educational career. Standards therefore serve as the basis of educational reform across any nation as educators and policy makers respond to the call for a clear definition of desired outcomes of schooling and a way to measure student success in terms of these outcomes. Educational standards encourage policies that will bring coordination, consistency, and coherence to the improvement of the process of education. (Farida, 2011)

Sherrill (2009) states that"For a good educational policy to guarantee quality outputs it must be serviced optimally with appropriately trained and motivated teaching staff".(p.1-7)According to Sherril (2009) the educational quality must be adequately supplied with necessary facilities and equipment, It is the expectation of all stakeholders, ranging from parents to district education workers as well as government that pupils acquire basic skills that could help them soar high in life. Skills such as reading and understanding of any literature; both local and foreign, basic vocational activities, basic hygiene and care for the environment, have become the property of few pupils and thus questionable. It is a surprise to note that basic school leavers behave contrary to what is expected of them as pupils who have undergone nine year training in formal education.

The performance and behaviour of basic school leavers in examinations and their lifestyle in the various communities regarding dressing, hair hygiene among others have contributed to the many comments that educational standards are falling. Most of these blames have been attributed to ineffective leadership roles being played by teachers. It is reported in the Ningo-Prampram District Education Oversight Committee Report that teachers' leadership roles are either or not played properly enough to ensure the correct educational standards in the Ningo-Prampram district. (2013, p.6). The theory adopted for this study is leadership skills theory which stipulates that as a leader, three main skills such as human skills, technical skills and conceptual skills are needed for maximum success in all that you do. (Northouse, 2010). This means that teachers need these skills to enable them impart the necessary skills that will make pupils who are entrusted into their care to excel in examinations and wherever they find themselves in life.

The skills theory is similar to Bandura (1997)'s theory and cited by Nassozi (2010) with the consent that 'people learn from one another via observation, imitation, and modelling".Okumbe (1948) is cited by Nassozi (2010) and attributed the meaning of the above as that, students often learn a lot from observing their teachers' conduct and performance at work. Teachers are students' role models; therefore students are likely to copy teachers' practices that they admire. This study therefore was carried out toexamine the leadership roles that teachers play in basic schools in the Ningo-Prampram District where educational standards are falling.

1.1 Significance of the Study

It is anticipated that this study will go a long way to help teachers to realize the effect of their leadership roles on standard of education in Ningo-Prampram District. Furthermore since it is a general assertion or belief by other stakeholders of education namely government, parents, community members, the District Education Oversight Committee members (DEOC) among others that the falling educational standards in the Ningo-Prampram district is as a result of failure of teachers to perform their leadership roles as expected, the study will help authenticate and also establish this assertion that the fall of educational standards is not caused by teachers. The study will further help in the re-examination of educational standards in Ningo-Prampram district and serve as a wake-up call to all whose duty it is to see to education in the Ningo-Prampram district to direct their attention to the exact factor that will help correct the mistakes that are being made for which educational standards are falling. The Study will in another development help to determine the extent of effect of teachers' leadership roles on standard of education in Ningo-Prampram district, and thus help provide a solution to the causes of the problem and thereby serve as a wake-up call to the authorities in the district and its educational stakeholders to help improve standards.

The study will present acriterion by which judgments can be made by state and local school personnel and communities, helping them to decide which curriculum, laws of administration, health program, staff development activity and assessment program will be appropriate. The study will in addition encourage policies that will bring coordination, consistency, and coherence to the improvement of the process of education. This study will assist government and education officials in Ghana as a whole, after a thorough study to restructure their modes of monitoring and supervision in schools, timely delivery of teaching and learning materials, provision of classroom infrastructure and all that go into making education delivery a success. Time table for teachers who wish to go for further studies will also be strategically drawn (by the Curriculum Research and Development Division (CRDD) of the Ministry of Education who serve as authorities and educational policy makers. These policies after they have been

made are implemented at the district, municipal and metropolitan levels. The district education offices are additionally responsible for determining when teachers go for study leaveso that their absence does not disturb the academic calendar, more so taking away the pupils' contact hours.

In conclusion, the study will help parents who always consider the process of holistically educating their children as the sole responsibility of teachers to change their attitude towards their wards and education in general. The study will help them distinguish other anti-social vices which are not realized as having effect on educational standards as equally responsible or irresponsible towards the success or failure of their children.

1.2 Scope and Organization of Study

The study is organized in five chapters which offers an explanation into the research approach adopted by the researcher. Chapter one of the study is organized under various subtopics such as background of the study and further looked at the statement of the problem. The main and specific objectives of the study are also in chapter one. This is followed by the research questions (Hypotheses) and the significance of the study. The chapter ends with scope of the study and how the study is organized. Chapter two of the study delves into the various literatures; both theoretical and empirical that is reviewed by the researcher for the study. Operational definition of terminologies that the researcher realizes could pose the understanding of the study difficult is also incorporated into chapter two. Chapter three offers an explanation into the research approach (methodology) adopted by the researcher. The research approach embarked on is the quantitative approach. The chapter further gives descriptions about the research case location, participants, on whom questionnaires were administered, instruments used, data collection methods and their analysis, sources of data and also explanation of the processes used to seek answers to questions. The chapter further dwells on the research design adopted for the study and the target population from who answers pertaining to the research questions are got. Chapter three further goes on with data collection techniques, data analytical techniques and study instruments used in the study. In chapter four, data interpretation, findings and analysis of the findings and answers the researcher raised for the study are found. The final chapter of the study looks at the concluding portions of the study which dwells on summary, conclusion and recommendations, after which references, appendices-questionnaire suffices.

2. LITERATURE REVIEW
2.2 Theoretical Literature Review

Theoretical literature includes skills theory about leadership. The skills approach suggests that knowledge and abilities are needed for effective leadership, although personality certainly plays an integral role in leadership. As a result its focus is shifted from personality characteristics which usually are viewed as innate and largely fixed to an emphasis on skills and abilities that can be learned and developed (Northouse, 2010).

2.2.1 Branches of the Skills Approach

The skills approach to leadership is divided into three parts. General ideas set forth by the theorists regarding three basic administrative skills which include: technical, human and conceptual skills. Katz (1955) cited in Northouse (2010) suggested that effective administration (leadership) depends on three basic personal skills: technical, human and conceptual skills. Skills according to Northouse (2010) are what leaders can accomplish. Leadership skills are thus asserted to be the ability to use one's knowledge and competences to accomplish a set of goals or objectives. The explanation above depicts the fact that leadership skills can be acquired and leaders can be trained to develop them.
In Ningo-Prampram district, not just anybody enters classrooms in public schools to teach rather, before one becomes a teacher, he/she must have undergone a certification course to teach. Anamuah-Mensah and Benneh (n.d.) were cited by Asare and Nti (2011) and reported that at present, Ghana runs the following pre-service teacher education programs:

- Three-year DBE (for basic school—kindergarten, primary, and junior high schoolteachers). These teachers are prepared in the CoE.
- Two-year post-DBE (for basic schoolteachers). These teachers are trained either in the University of Cape Coast or the University of Education, Winneba, for teachers who already possess the DBE.
- Four-year bachelor's degree (for first and second cycle schools—that is, Grades K-12). These are graduates from the University of Cape Coast and University of Education, Winneba.
- Master's degree (for second cycle schools and CoE). These also are graduates from the University of Cape Coast and University of Education, Winneba.
- Two-year DBE (sandwich) program for teachers who already possess initial professional teacher's Certificate "A" 3-Year post-secondary qualification. This is offered through the CoE by the University of Cape Coast.
- Four-year (distance education) Untrained Teacher's Diploma in Basic Education (UTDBE) for practicing teachers who have not received initial professional teacher training (non-professional teachers). It is offered

in the CoE in partnership with the TED of the Ghana Education Service as an ad hoc measure to increase teacher numbers to handle basic schools especially in rural communities.

- Three-year (distance education) Certificate "A" program for practicing (unprofessional) teachers who were on the UTDBE program but could not meet all the requirements for the award of the UTDBE certificate. These teachers too have not received initial professional teacher training. This program is also offered in the CoE in partnership with the TED of the Ghana Education Service as an interim measure to increase teacher numbers to handle basic schools in rural communities.

Through these programs, Anamuah-Mensah and Benneh (n.d.) pointed out that teachers are prepared for first cycle schools (nursery, kindergarten, primary and junior high schools), second cycle schools (senior high, vocational and technical schools), and CoE (initial teacher training institutions). In addition to the traditional, residential pre-service programs presented above, other modes to teacher development exist. These include the following: in-service programs meant to improve qualifications of serving teachers (as in the UTDBE for untrained teachers and sandwich DBE for teachers who have initial teacher's Certificate "A"); in-service training at school, cluster, and district levels, to improve skills, knowledge, and competences of teachers to improve their teaching methodology and effectiveness in the performance of their duties in general; and distance education programs to ensure continuous, lifelong teacher education process. This is non-residential with pre-planned face-to-face sessions at designated centers. Students are also given distance learning materials consisting of printed self-study texts. (Asare and Nti, 2011). A teacher in the Ningo-Prampram District must have undergone any of the above programs to qualify as a teacher. This assumption presupposes that pupils entrusted under the care of teachers must be able to acquire basic reading and writing skills necessary to continue schooling to a higher level, but what is seen in the sources is insignificant

2.2.2 Technical Skills Approach to Leadership

They are knowledge about and proficiency in aspecific type of work or activity. It includes competencies in a specialized area, analytical ability and the ability to use appropriate tools and techniques Katz (1955) cited in (Northouse, 2010). In the Ghana Education service for example, technical skills include knowing pre-lesson delivery skills such as preparation of weekly teaching forecasts, lesson notes, marking of attendance registers, the use of school records such as the log book and cash analysis books, engagement in extra curricula activities such as taking time off schedules to visit pupils at home among others. All these are skills that are learnedas teachers in Colleges of Education and are geared towards application on the field of work to train school pupils.

2.2.3 Human Skills Approach to Leadership

This is knowledge about and the ability to work with people. There is a difference between human skills and technical skills; which has to do with things (Northouse, 2010).Human skills, according to Northhouse (2010) are "people skills". Human skills define the abilities that help a leader to work effectively with subordinates, peers and superiors to accomplish the organization's goals. It allows a leader to assist group members to work co-operatively as a group; so as to achieve a common goal. It further explains the fact of being aware of the perspective on one's own issues and that of others. Northouse (2010) again asserted that leaders with human skills adapt their own ideas to those of others, thereby creating an atmosphere of trust where employees can feel comfortable and secure thereby feeling encouraged becoming involved in the planning of things that will affect them. Thus, being a leader with human skills, means being sensitive to the needs and motivation of others in one's decision making. Human skills in short are the capacity to get along with others, as you go about your work.

Teachers to a large extent need human skills in order to properly handle pupils entrusted into their care. Human skills are needed in teaching so that teachers can get along with school pupils; and thus assist them to realize the dreams for which they have enrolled to attend school. Teachers again need human skills to help them relate well with their superiors and colleague teachers for the successful accomplishment of their tasks. These are pre-requisites in the teaching profession that precede the effective delivery of the skills of teaching. In further considering human skills, adaptability, interpersonal skills, communication, and learning can suffice in this context. To explain further, working with people whom you might not have similar interest with can be a different task. Therefore, being able to adapt to any situation will help allow you to be a better co-worker (teacher) and fit into a company (school) culture leading to success and productivity. In another development, being able to get along with everyone in the workplace (school) and form relationships with co-workers creates better cohesion and team dynamics like empathy, cooperativeness, and respect.

Communication is another example of human skills necessary to be possessed by teachers for a good education standard to be achieved. This helps create a dynamic working environment. This can either be through the telephone, E-mail and in personal interactions with fellow workers (teachers). Learning cannot be done away with
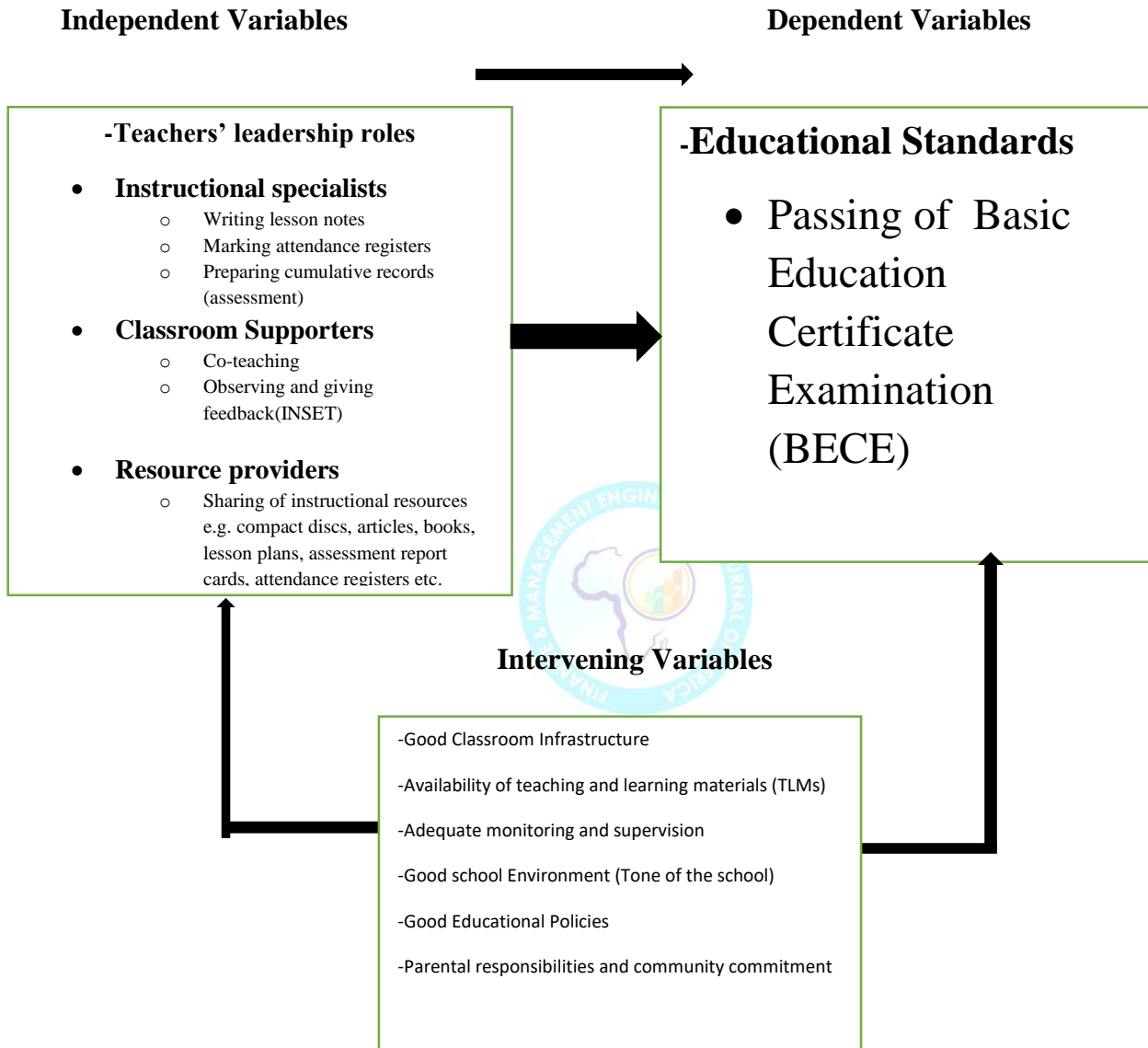
when human skills are being considered, as being able to learn new things as a teacher in a modern era of school is a panacea to a good academic work. Technology for example is out-dated every month if not sooner. Therefore being able to learn processes of computer use for example is important in a competitive workplace like the individual schools in which teachers teach. (Friedman, 2013). Stakeholders of education in the Ningo-Prampram district may be tempted to ask if teachers do not possess all these skills before their expectations are not met regarding success of pupils in Basic Education Certificate Examinations (BECE); and also the general behaviour of pupils who have completed Basic school.

2.2.4 Conceptual Skills Approach to Leadership:
The third tier of the skills approach to leadership according to Northouse (2010) dwells on conceptual skills that every leader must possess in order to display some level of effectiveness at his field of work. This deals with the ability to work with ideas and concepts. In an opinion for example raised by Baroah (2015), in order to improve levels of performances of school leaders, they must be well equipped with not only knowledge but with the right attitude towards the adversities they may experience. In furtherance of his opinion, the multifaceted roles of being school administrators could exert too much pressure on their psychological and social well-being, which in turn could jeopardize the gainful existence of a school. Baroa (2015) added that currently, schools are facing many issues and emergent adversities with which educational leaders must contend. Adversities such as academic problems like failure of students in BECE, drug addictions, early pregnancies, parental irresponsibility, indiscipline and the latest development, occultism practices by students are the most common. The argument by Baroa (2015) further explained examples of conceptual skill as Senge (1999) is cited with the view that technological advances and changes in science, values and environment and international relationship make challenges varied and assorted in education. In offering an answer to this scientific challenges of the modern day, Senge (1999) was again cited by Baroa (2015) as saying that, the response of a leader to these adversities affects the leader's performance and also challenge his/her leadership skills in leading a school.Conceptual skills are the pivot to creating a vision and strategic plan for an organization. They have to deal with the mental work of what an organization stands for, where it is or should be going. Managers (teachers) who have conceptual skills have the ability to think creatively and understand complicated or abstract ideas. Conceptual skills are the most important at the top management levels of any organization. When upper level managers (leaders) do not have strong conceptual skills they can easily jeopardize the whole organization. (Northouse, 2010). In the classroom situation teachers seem to be the upper level managers (leaders) and thus need these skills to work with.

The three skills approach therefore suggests that the importance of certain leadership skills varies depending on where leaders are in a management hierarchy. It further asserted that for leaders operating at lower levels of management, technical and human skills are most important; but when leaders move into middle management , it becomes important that they have all three skills; technical, human and conceptual. At the upper management levels, it is paramount for leaders to exhibit conceptual and human skills (Northouse, 2010). The system theory by Bandura (2007) was cited by Nassozi (2010) and was also adopted for this study to explain the relationship existing between teachers' leadership roles and student discipline in Ningo-Prampram district. This same theory was posited on by (Mullins, 1999). This theory was adopted for this study because a school has various components working together to achieve its goals and objectives. This theory cuts across all organizations producing output, the school as a system inclusive Katz and Kahn (1966) and cited by (Nassozi, 2010). Schools are also categorized as organizations. The study also happens to benefit from Bandura's (1997) social learning theory, which maintains that learning pivots on observation, imitation and modelling Okumbe (1998) was cited by (Nassozi, 2010). In this study, the salient assumption is; students are like clay, they are modelled by teachers from whom they observe and imitate their implicit and explicit values and belief. Teachers' professionalism as drawn from Emmanuel Kant's theory of deontology which alluded to the fact that peoples' obligation leads them to uphold their duties for example being punctual, respect for oneself and others being effective at work plus handling students without bias or discrimination.

CONCEPTUAL FRAMEWORK

Independent Variables   **Dependent Variables**

-Teachers' leadership roles

- **Instructional specialists**
  - Writing lesson notes
  - Marking attendance registers
  - Preparing cumulative records (assessment)
- **Classroom Supporters**
  - Co-teaching
  - Observing and giving feedback(INSET)
- **Resource providers**
  - Sharing of instructional resources e.g. compact discs, articles, books, lesson plans, assessment report cards, attendance registers etc.

-Educational Standards

- Passing of Basic Education Certificate Examination (BECE)

Intervening Variables

-Good Classroom Infrastructure

-Availability of teaching and learning materials (TLMs)

-Adequate monitoring and supervision

-Good school Environment (Tone of the school)

-Good Educational Policies

-Parental responsibilities and community commitment

The conceptual Framework is developed from the theoretical review of Bandura's (1997) social theory of learning and its implications and cited in (Nassozi, 2010). It is also drawn from Immanuel Kant's deontological theory of moral obligation as indicated by Muwagga (2006) and further cited in (Nassozi, 2010). The framework presupposes that, teachers' leadership roles which include being instructional specialists entail writing of lesson notes, marking attendance registers, and preparing cumulative records of pupils. It also adds that, teachers serve as classroom supporters which entail co-teaching, observing and giving feedback to colleagues. Another leadership role is serving as resource providers in classrooms. In this regard, teachers share instructional resources like compact discs, USB drives and other Teaching and Learning Materials (TLMs) with colleague teachers. These have a bearing on pupils' within and outside school performance which go a long way to improve and mould educational standards. The framework also further assumes that teachers' classroom supporter roles of co-teaching and observing and giving

feedback to colleagues which is represented by cluster based (CBI) and school based (SBI) in-service trainings (INSET) affects educational standards; as it goes a long way to sharpen and update the teaching skills of teachers on the job. A further assumption by the framework is that, teachers are resource providers whereby they share instructional materials such as compact discs, USB drives, text books and other materials like personal computers pens pencils among others with colleagues; They might also share such professional resources such as books, lesson plans, and assessment tools like sample report cards, attendance registers and in cases where the authorities responsible do not meet their target.

The framework additionally assumes that, teachers' leadership roles have a direct bearing on educational standards and is characterised by pupils passing BECE, acquiring reading and writing skills, proper dress code, continuation of school to higher levels, fitting into society, respect for teachers and the elderly and also participating in school activities. According to the framework, both teachers' leadership roles and educational standards have intervening variables that holistically help in moulding and achieving high educational standards. This is characterised by the provision of good classroom infrastructure and its components such as good furniture, availability of teaching and learning materials (TLMs) adequate monitoring and supervision by education officials, good school environment, good educational policies, parental responsibility and community commitment towards schools.

2.3 Empirical Literature Review

A review of existing research shows that there is empirical evidence to support the hypothesis that teachers' leadership roles have effect on educational standards, so in this study, empirical literature has been reviewed on variables that the researcher believes have effect on educational standards in general and success in examinations; and in the Ningo-Prampram district and also the effect of teacher leadership roles on education as postulated by early researchers. The variables dwelt on some characteristic features about teachers as well. In an example to this opinion, Killion (2007) opined that classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers. "Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The varieties of roles ensure that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student, and influence practice among their peers". (Harrison and Killion2007, p. 74) "Studies on teacher identity formation have identified teaching as a complex process of socialization. (Carrington, Deppeler, & Moss, 2010; Murrell, 2001; Proweller & Mitchener, 2004; Wenger, 1998 and cited in (Agbenyegah and Deku, 2011).

"With the complexity is the tension between philosophy of teaching underpin by the teacher's self (values, beliefs, behaviours) which influence what is taught, the policy and curriculum, and the structural constraints of school ethos (Goodson, 1992; Helms, 1998) were cited by (Agbenyega and Deku, 2011) Teacher identity development and change is shaped by the interrelationship between personal experience, and professional knowledge linked to the teaching environment, students, curriculum and culture of the school". This professional knowledge view is almost in synchronicity with Sahlberg (2013) who took a stand on aspects of teacher education in Finland that distinguish it from that of the world as a whole. In view of this Sahlberg mentioned four aspects of teacher education in Finland which enables Finland's teachers to be leaders in their profession.

First, a rigorous graduate degree and at least five years of full-time study serve as the foundation of the teaching profession in Finland. Sahlberg (2013) opined that teachers are highly respected as professionals because their basic education and training compare with that of other professionals—doctors, lawyers, architects, and engineers. In a second view, Sahlberg (2013) mentioned that the academic graduate degree is based on research. Teacher education in Finland systematically integrates scientific education knowledge, pedagogical content knowledge, and practice to enable teachers to enhance their pedagogical thinking, evidence-based decision making, and engagement in the professional community of educators. Finnish teachers' knowledge of research is described by Sahlberg (2013) as integral to the decisions they make in the classroom. In the third opinion of Sahlberg (2013) teacher education has its own department in Finnish universities, giving it equal status with all other departments adding that teacher education is also treated the same way as other departments in reviews and evaluations of Finland's universities. This guarantees that students have access to a rigorous academic environment.

Sahlberg (2013)'s fourth opinion is that all universities that prepare teachers in Finland have a clinical training school similar to the university teaching hospitals that are part of medical education. Students do their practical

training in these schools under faculty who have advanced credentials in education. Students normally spend about 10–15% of their study time observing and practicing teaching.

Proweller and Mitchener (2004) are cited in Agbenyega (2010) as saying that "Early functionalist frameworks dominating research on teacher socialization provided linear models of teacher identity development and change". Fullan (1993) is again cited by Agbenyega (2010) and argues, "the way that teachers are trained, the way that schools are organized, the way that the educational hierarchy operates, and the way that education is treated by political decision makers results in a system that is more likely to retain the *status quo* than to change"(p.5)

Lortie as far back as 1975 is also cited by Agbenyega (2010) which posited that the school as a society shapes and alters the teacher, reconstructs teacher socialization more in terms of structural accommodation than individual agency. Agency here implies giving opportunity to learners to produce themselves in the world of their learning, to socially interact and reflect back through the independent behaviours of their interaction and knowledge they have produced. Without agency teacher development practices remain traditional, and legitimate and institutionalize dominant beliefs and values; a process that both undermines critical thinking as a democratic educational and social practice. However, new theoretical insights into strong and effective teacher professional identify formation relevant for inclusive education has highlighted the importance of multidimensional framings within interrelationships and community. (Britzman, 1991; Munby & Russell, 1994) Professional knowledge linked to the teaching environment, students, curriculum, policy and ethos of the school all have a link with identity formation that are relevant for inclusive education and interrelationships in the community (Hargreaves, 1994) as cited in (Agbenyega and Deku 2011).

What teachers know and can do affect all core tasks of teaching.(Ball, 1996). Teachers' understanding of content and students go a long way in shaping the selection of texts and other materials for presentation and teaching. (Ball, 1996)

2.3.2 Teacher Characteristics

"Teacher leaders must have some characteristic features that had been seen as important in helping them to be able to deliver and also play good leadership roles for the upkeep of educational standards" (Orlando, 2013). In her assertion, Orlando (2013) has narrowed down the many characteristics of great teachers to those that are found to be essential. Orlando (2013) mentioned respect for students, whereby in the classroom situation, each person's ideas and opinions are valued. This according to Oralndo (2013) helps create a welcoming learning environment for all students. Creation of a sense of community and belonging in the classroom, warmness care and being enthusiastic are also essential in teachers' characteristics- here, the teacher leaves personal baggage outside the school doors. In addition the mutual respect in a teacher's classroom provides a supportive and a collaborative environment. Setting of high expectations for students, ability to "shift gears" (adjust) during lessons; are among characteristics mentioned to be essential to possess as a teacher. The teacher assesses his teaching throughout the lessons and finds new ways to present materials, making sure that every student understands the key concepts. The teacher is asserted to be able to collaborate with colleagues on an on-going basis and must also be able to maintain professionalism. Rather than thinking of himself as weak because of asking for help or suggestions from colleagues the teacher views collaboration as a way to learn from fellow professionals, thereby using constructive criticism and advice as an opportunity to grow. A great teacher maintains professionalism in all areas ranging from personal appearance to organizational skills and preparedness for each day; making sure that his communication skills are exemplary before his colleagues or students. Among his characteristics, Orlando (2013) asserted that the teacher must be a skilled leader thereby making sure that he provides opportunities for each of them to assume leadership roles. Finally in the assertions made by Orlando (2013) the teacher must inspire students with his passion for education and for the course material by providing them with skills such as reading, writing and social skills necessary to make them holistic human beings after basic school.

In addition, the teacher inspires his students by constantly renewing himself as a professional, has no fear of learning new teaching strategies or incorporation new technologies into lessons for his students.
According to the 2014 district annual report, in Ningo Prampram District, teachers can be said to possess such characteristics premised on the fact that training had been given them to qualify them as teachers, and these help them deliver their professional duties in establishing good educational standards. In-service training packages are also available to remind teachers of the rubrics of the profession. Teachers enjoy special study leave with pay packages to upgrade themselves to be fit for the job and thus acquire professional competences. Agbenyagah (2011) cited Anamuah-Mensah,(2012) and asserted that: "a critical aspect of professional competence is the practicum which is the heart of teacher education and an inseparable aspect of any professional training". (p.26)

2.3.3 Teacher Leadership Roles

Empirical literature also reviewed on leadership roles that teacher leaders are supposed to play for effective results in their various schools. The leadership of the principal (teacher) is known to be a key factor in supporting student achievement, but how that leadership is experienced and instructionally enacted by teachers is much less clear.(Louis, 2008). Few (2012) is cited in Killion (2007) and indicated that "teachers can assume a wide range of roles to support schools and student success. Few (2012) cited in Killion (2007) about the ten roles that teacher leaders can fulfil in their schools for good educational standards as follows:

2.3.4 Teachers as Resource Providers

"Teachers provide materials to help their colleagues and serve in this capacity as resource providers. They do this by helping their colleagues in sharing instructional resources which include: web sites, instructional materials, readings on other resources, compact discs, USB drives among other learning materials to use with students. They might also share such professional resources as articles, books, lesson plans and assessment tools like sample report cards, attendance registers and even to the extent of marking these registers in the absence of their colleagues". (Harrison and Killion, p.1-7).This teacher as resource provider characteristic is in relation with a quotation that "There is also a qualitative challenge: teachers are often lacking good resources, such as teaching materials and textbooks, or proper training. The quality of teaching is essential to good learning outcomes (Bokova et al. 2015)

In Ningo-Prampram district, this resource provider role of teacher leaders is not exempted from their work. Teaching and learning materials that are available are rotated among teachers. Improvisation; which has to do with teachers constructing their own miniature teaching and learning materials is mostly done for effective teaching to go on. This happens in case government provisions delay. **(Source: Ningo-Prampram Circuit Supervisors' Report 2014)**

2.3.5 Teachers as Instructional Specialists

"Teachers help colleagues with the implementation of effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might also study research based classroom strategies; explore which instructional methodologies are appropriate for the school and share findings with colleagues". (Few, 2009). According to La Rocque (2008) "the teacher learner understands principles of adult learning and for that matter learning; and how to develop a collaborative culture of collective responsibility in the school, thereby using his knowledge to promote an environment of collegiality, trust and respect that focuses on continuous improvement in instruction and student learning". These researchers are of the view that teachers must work within seven domains of the Teacher Leadership Standard Model (TLSM); and these domains include:

Fostering a Collaborative culture to support educator development and student learning accessing and using research to improve practice and student learning, promoting professional learning for continuous Improvement, facilitating improvements in instruction and student learning, promoting the use of assessment and data for school and district improvement, improving Outreach and collaboration with families and community, advocating for student Learning and the profession. (p.21). In Ningo-Prampram district, all schools have a policy named INSET which is practiced by teachers. This is an in-service training policy instituted by government on both single-School Basis and cluster schools basis (SBI) - Cluster based INSET (CBI).This exercise is geared towards teach-critique re-teach form of learning, where difficult topics that cannot be handled by a teacher singlehandedly is brought to be taught by a colleague teacher who understands it and knowledge about it is shared among all for the improvement in educational standards. The enforcement of this policy is from the Ministry of Education which the main policy is making body in Ghana. The Ghana Education service implements it by making sure that the various districts, municipals and metropolis direct their field and training officers to supervise and monitor headteachers and curriculum leaders to put this into practice. Training manuals are provided to this effect as reports are submitted to the district education offices and forwarded to the Headquarters via the regional education offices for assessment and success of the program. Pupils' progress in things they learn largely depend on how deeply teachers understand the content and explain to them. Teachers' knowledge and skill cannot be compensated for with anything. (Ball, 1996)

2.3.6 Teacher Leaders as Curriculum Specialists

"As curriculum specialists, the understanding of content standards and how various components of the curriculum link together and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school". Teacher leaders also owe it a duty to lead other teachers to agree on standards, follow the adopted curriculum and use common pacing charts, and develop shared assessment. This happens as teachers in the Ningo-Prampram district usually come together in reading, planning and understanding the teaching curriculum that is developed by the Ministry of Education (MoE).The curriculum is further broken down

into syllabuses from which weekly forecasts and lesson notes are deduced. Furthermore, trainee teachers whose completion date is due are usually sent to understudy senior teachers to be mentored to become fully fledged teachers. This assertion conforms to what Sherrill(2009) cited about Huling, Austin, Putman, and Galvez-Hjornevik (1986) who indicated that the assignment of a well-trained support teacher or mentor to a beginning teacher is powerful and cost-effective in an induction program.

2.3.7 Teacher Leaders as Classroom Supporters

"Classroom supporters work inside classrooms to help teachers implement new ideas. This is often done by demonstrating a lesson, co-teaching, or observing and giving feedback". (Blasé and Blasé, 2006) Blasé and Blasé (2006) was cited by Sherrill (2009) and found that consultation with peers enhanced teachers' self-efficacy. (Teachers' belief in their own abilities and capacity to successfully solve teaching problems) is reflected on practices that make them grow together encouraging a bias for action. Teachers also co-teach and observe in colleagues' classrooms or mentor new teachers. Planning professional learning opportunities and serving on committees are also important roles that teachers play in improving educational standards. This may be the assertion alluded to by Nassozi (2010) as it was quoted in Kochhar (1997) where the importance of teachers in supervising students is brought to bear. It was stressed that teachers have to ensure regular attendance, detect irregular and truant students, check practical and written work and also guide students according to their needs (Kigingi et al. 1991).Some teachers also engage colleague teachers to analyse and use data more effectively, learn new things or change the status quo".

Again, the school based and the Cluster based INSET that have been instituted by the Ministry of Education and being implemented by the Ghana Education Service (GES) holds that teachers in schools organize special training sessions for colleague teachers to undergo tutelage in difficult subject areas that they cannot alone teach. This proves the view brought forward by Blasé (2007) that teachers serve as classroom supporters to teach each other. Sherrill (2014) cited the Holmes Group (1986) as saying that: "The many calls for educational reform have shared several common themes, including increasing recognition of the importance of teacher quality and teacher leadership to school improvement efforts". (p. 56-61) new teacher leadership roles are emerging as educators and policy makers seek to improve the three major phases of teaching career continuum as teacher preparation, induction and on-going professional development.

According to Sherrill (1997) as cited in Sherrill (2009) teacher leadership roles remain ill-defined and unclear to both researchers and teacher leaders due to the fact that the expectations attached to the roles become confusing, demanding, and overwhelming to teacher leaders, as well as to their colleagues and administrators.
Zimpher & Howey (1992) cited inSherrill (2009) noted that widespread acknowledgement, that is the expertise and catalyst for change has to be embedded in a continuing way at the school site. However, the still common reality of staff development efforts in school districts reflects the notion that outside experts are best suited to encourage professional growth.(Jilek, Loadman&Derby,1998) as again cited by (Sherrill, 2009). The habit of thinking this way according to Barcharach (1986); Wasley (1991) and cited by Sherrill (2009) suggests that the best way to go about improving the quality of professional practice by teachers is to spend more time learning from and working with colleagues.

Sherrill (2009) further asserted that, many challenges that define teacher leadership roles and responsibilities have to do with resolving conflicting fundamental interests, establishing inter-institutional authority and fiscal responsibilities and provision of long term rewards for teacher leaders. The Ningo-Prampram district teacher leaders face similar improvement in quality of professional practice as they are not denied access to further education. Teachers who serve specific number of years in rural areas for example are first and foremost prioritized for study leave before their city counterparts. However, teachers in the Ningo-Prampram district face problems as leaders. Descent places of stay, community relationships, and means of transport to and from school; teacher- pupil relationships among many factors worry teachers and affect their leadership roles.

2.3.8 Teachers as Learning Facilitators

Cindy, Harrison & Killion (2007) cited by Sherril (2009) are of the view that facilitating professional learning among staff members is another role for the teacher leader. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant and focused on classroom works and aligned to fill gaps in student learning. Such communities of learning can break norms of isolation present in many schools. In the Ningo-Prampram District there are various platforms to help the teacher leaders upgrade their professional learning experiences. Teachers are granted study leaves with pay to upgrade themselves in the various Universities across Ghana and abroad and come back to the classroom to help increase educational standards. This opinion is thus questionable as educational standards fall despite the various packages in place for teacher leaders.

2.3.9 Teachers as Mentors

Sherrill (2009) asserted again that teachers serve as Mentors for novice teachers. This is a common role for teacher leaders. Mentors serve as role models in acclimating new teachers to a new school, and advising them about instruction, curriculum, practices and policies. When well-trained support teachers or mentors are assigned to a beginning teacher it is powerful and cost effective in an induction program. (Huling, Austin, & Gavez-Hjornevik (1986). Being a mentor, though, takes a great deal of time; contributes to the development of new professionals. According to the policies of the tertiary division of the Ministry of Education, teacher education in Ghana takes three years. Final year teacher trainees spend a full one year in schools to practice what they learn in the various colleges. Teacher leaders owe it a duty to mentor these trainees until they master the rubrics of the classroom.

Schools in the Ningo-Prampram district also receive trainee teachers and mentor them as part of their leadership roles so that they could complement their efforts at raising educational standards in the district.

2.3.10 Teacher Leaders as Catalysts for Change

Teacher leaders according to Sherrill (2009) can also be catalysts for change, visionaries who are never content with the status quo but rather always looking for a better way. According to Larner (2004) as cited by Sherrill (2009) teachers who take on the catalyst role feel secure in their own work and have a strong commitment. They pose questions to generate analysis of student learning. In Ningo-Prampram district many teachers among the majority serve as catalysts for change as well. Their roles in guidance and counselling of school pupils on their future career, placement to Senior High schools, are extra leadership roles that teachers play to improve educational standards.

2.3.11 Teacher Leaders as Learners

Sherrill (2009) asserted that learning is among the most important roles that teacher leaders assume. They model continual improvement, demonstrate life-long learning, and use what they learn to help all students achieve. Sherrill's assertion is in relation to programs that are instituted for teacher leaders to upgrade their skills for knowledge impartation to pupils. These include capacity building workshops, seminars, in-service trainings that are intermittently organized by the education directorate to help upgrade teachers' knowledge.

3. METHODOLOGY

This chapter describes the methods and procedure adopted to achieve study objectives. It describes the study design, study area, population of the study, sample size determination, sampling technique, data collection techniques and study instruments. The researcher adopted the quantitative approach for the study and used it to analyse the responses of leadership roles of teachers and their corresponding effects on educational standards in Ningo-Prampram district.

Research Design: The study adopted a Cross sectional design. This design was chosen because according to Best and Khan (1993) and cited by Nassozi (2010), studies of this nature may be more productively undertaken because data can be collected from a cross section of a population in a short time and the results generalised to represent the entire population for the study. The study was largely quantitative in nature, where correlation analysis was used to determine the relationship that exists between the independent and dependent variables.

Study Area: Ningo-Prampram is located in the Greater Accra region of Ghana. The Greater Accra region is the seat of administration for Ghana and also the most densely populated region in Ghana. Ningo-Prampram is located along the Gulf of Guinea-the south-Eastern corner of Ghana and sandwiched between Ada, a major salt producing town and Tema, one of the port cities of Ghana. It is approximately (15) minutes' drive from Tema. The major Accra – Aflao road leads to Dawhenya, one of the fast growing towns and a circuit centre to education, where the road to Ningo-Prampram branches to the right. Prampram, the district Capital is approximately five kilometres from the major road. Ningo-Prampram is made up of two main traditional areas of Ningo and Prampram. This has offered the district the name Ningo-Prampram. The major languages spoken are Dangme and Ga with its economic activity as fishing, vegetable farming, petty trading and other businesses such as driving. Politically, Ningo-Prampram is a constituency that is represented in the parliament of Ghana with a member of parliament. Prampram is by a Legislative Instrument, (LI 2132), the capital seat of the Ningo-Prampram district having been carved out from the erstwhile Dangme West District in 2012. Ningo-Prampram has been regarded as one of the strategically positioned districts in the Greater Accra region where industries are springing up day in daily. Its proximity to Tema the main port city of Ghana has rendered it easy for people from all walks of life to troupe in to settle. Ningo-Prampram is well endowed comparatively

to other newly created districts with Central University, an up and coming; and a rapidly growing private University located in it. There are plans currently to make this district a model city for which a city extension project is underway.

Population of the Study: In this study the population included all teachers and Headteachers, in the Ningo-Prampram district, generalised as teachers. Three hundred and Twenty five teachers **(325)** and headteachers were together chosen as respondents for the study. Thus, the participants were made up of headteachers and teachers n= **325**.Their ages range from twenty five (25) to fifty four (54) years (EMIS, 2014).

Sample Size Determination: The study took place in the Ningo-Prampram District in the Greater Accra region of Ghana and includes all teachers and Headteachers .Three Hundred and twenty five teachers and Headteachers **(325)** were together chosen as respondents for the study. Thus the participants were made up of teachers and headteachers (n=325) with their ages ranging from twenty five (25) to fifty four (54) years. A simple formula to calculate sample sizes, as according to Yamane as far back as (1967) and cited by Israel(1992) was adopted by the researcher to determine the sample size, and thus making provision for a given set of criteria which is deduced from a standardized table appendixed Table 3.1.4. According to the table, a 95% confidence level=0.5 are assumed for the equation, making **n** as the sample size, N the population size and **e** the level of precision. The formula for the determination of small sample sizes:

$$n= N/1+N (e)^2$$

The sample sizes reflect the number of responses obtained and also show the attributes that were measured and their normal distribution or their approximation. Teachers and headteachers in Ningo-Prampram as at the time of the study were 325 in number, and as revealed by the table in appendix 3.4.1, a population of 325 goes with a sample size of 180.The researcher as a result of this used 180 teachers and headteachers as a sample size for the study.

Sampling Techniques: The study employed the following sampling techniques namely: Cluster sampling, which was used to sample participants in order to cover the whole district which is subdivided into six (6) educational circuits. The cluster sampling was done, since the population studied cover an extensive territory. To arrive at the desired sample size, the area was demarcated into small units called clusters (circuits), after which the sample units were drawn from the randomly selected clusters.This was done by the use of a simple random sampling to obtain the required number of respondents. Each basic school in a circuit has at least 12 teachers including headteachers. Therefore after sampling, 3 schools were gotten from each circuit which gave a total number of 36 teachers from each circuit. Since there are 6 circuits in the district, 216 teachers were arrived at as the sample size for the study. Questionnaires totalling 220 was distributed to the respondents and 180 were retrieved after they were completed. This represented an 85% rate of retrieval. Ethical issues were considered by the researcher, for which a written permission from the University of Professional studies, Accra was sought from the administrative and management authorities for the study. (Written information was also given personally by the researcher to the leadership of participants (District Director of Education in Prampram about the purpose of the study and this allowed their consent to be sought by the researcher through the Ningo-Prampram district education directorate.

Data Collection Type: An official introduction letter from the researcher's institution was used to obtain permission to enter into the Ningo-Prampram district via the education office situated in Prampram. A five point Likert scale was used to prepare questionnaires for respondents to answer.

Data Collection Instrument: The questionnaires which contain 25 questions each were self-administered by the researcher and answers ticked in response to the questions asked. The answers ranged from A-E representing 'Strongly Agree' for (1) 'Agree' for (2) for Neutral (3) Strongly disagree for (4) and 'Disagree' for (5). All these preceded the demographic factors of the teachers and their headteachers regarding age, marital status and gender.

Data Analytical Techniques: Having collected the answered questionnaires from the respondents, they were coded numerically from 1-180 and administered by entering them one after the other using the Statistical Package for Service Solution (SPSS) and Microsoft Excel softwares. Descriptive statistics which involved the use of frequencies, percentages and mean were used to analyse data concerning the profile of respondents for the study. Correlational analysis was also engaged to answer the objectives raised for the study and also to explain the variables raised for the study.

Study Instruments: The researcher used various modes of data collection and these included structured questionnaires consisting of close and open-ended questions that were designed by the researcher himself. Respondents were assured that their responses and all information they provided would be strictly held confidential. Furthermore, no other person would have access to the information as all information were used for academic purpose only.

4. DATA ANALYSIS
4.1 Introduction
This chapter presents the analysis of data obtained from the field. It comprises of four sections and begins with the socio-demographic data of the research participants, followed by an assessment of the dominant leadership roles of teachers in Ningo-Prampram District. The third section examines the standard of education in Ningo-Prampram District. The last section discusses the extent of effect of teachers' dominant leadership roles on standard of education in Ningo-Prampram District.

4.1.1 Preliminary Analysis
The preliminary analysis prior to the main analysis was conducted in a three stage process.
These are normal distribution of the variables test, descriptive statistics analysis of study variables, reliability analysis for study instruments and Pearson product correlations among the variables of the study and the multicollinearity of study variables. Following this is a regression analysis. Firstly, the normality of the study variables that is the three roles of the teacherswere assessed using both Shapiro Wilk test and Kolmogorov Smirnov test. The second involved the computation of descriptive statistics of the demographic data. Again coefficient of internal consistency (Cronbach's α) was also computed to establish the reliability of each of the scales in the questionnaire. These instruments had satisfactory reliabilities, with alpha values ranging from 0.71 to 0.75 (Table 4.2). Nunnally (1994) suggests that the coefficient alpha should be equal or higher than 0.70 if a set of items can constitute a reliable scale. Finally, Pearson correlational matrix, multicollinearity of among all the variables under study as well as the demographic variables. Parametric statistical tests, specifically regression analysis were used to test the hypothesis.

4.2 Socio-demographic Characteristics of Respondents in the Study Area
With reference to Table 4.1 below, it can be deduced that out of the 180 sampled respondents, 72.8% were males as against 27.2% females. The male to female teacher ratio of approximately 7:3 thus gives a fair picture with regard to male dominance in the teaching profession in the Ningo-Prampram District. It thus presupposes as according to Sinclair (2013) that male teachers serve as a solution to pertinent problems in basic schools. Further it was posited that male students express a preference for male teachers because of perceived shared experiences, interests and ways of thinking. Sinclair (2013) again argued regarding boys that male teachers' comprehension of boys' play makes boys better able to relate. Sinclair (2013) took an alternative stand in adding that girls express likeness for male teachers for the fact that being close to male teachers offers them an important opportunity to interact and build relationships with men outside their family. Male teachers according to the researcher, if not proven to affect academic achievements in the classroom certainly have a pertinent part to play in the school development of girls and boys. This agrees withFatimah (2011) who researched in some Commonwealth countries .like Nigeria, Kenya, Ghana, andUganda, allin sub-Saharan Africa and found low levels of femaleteacher percentages in the region.

It is envisaged by Uwameiye (2015) that the proportion of male to female teacher ratio in Nigeria largely explains the educational outcomes of pupils. According to Uwameiye (2015), male teachers stay longer in school, provide much learning support or extra tuition and counselling to students compared with female teachers who owe it a duty to reach home in time and get engaged in other household chores as an extra activity. In Ghana, however the patriarchal structure makes women not take up such responsibility although they possess such unique qualities as men and thus partly explain why perhaps males dominate the teaching profession compared with females.

Considering the marital status of teachers in the district, majority of respondents, representing males agreed to be married as they make 80.7 per cent. 19.4 per cent concur to the fact that they are single. From table 4.1, majority of the respondents are married (80.7%) and 19.4% are single. This agrees with Nukunya (2003) that Marriage in Ghana is a social institution and highly cherished for social, economic and sociological reasons. When a man and a woman are joined in marriage, their respective families become close relatives automatically. In other words, both families have kin networks and have relationships. It is therefore an institution through which kinship ties are both established and extended. This view presupposes that married teachers are well organised regarding family relationships and cohesion that will allow them to concentrate on their work. Most teachers here are couples in affinity and have closer ties in the performance of all marital duties.

Regarding this fact, one may conclude with assurance that teachers will not be molested for chasing other peoples' wives for which they cannot have their peace to devote themselves to duty at their various posts in Ningo-Prampram district. The 19.4 % of respondents that are unmarried could again be regarded to be free from excuses of maternity leave at the expense of the contact hours of school pupils, since they could be regarded as young energetic men and women who; aside marital issues devote their time to the teaching job. Kochhar (1997) acknowledged the importance of teachers in supervising students when it was asserted that teachers have to ensure regular attendance, detect irregular and truant students, check practical and written work and also guide students according to their needs. This acknowledgement concurs with Kingingi et al. (2015) who is of the view that some teachers engage colleague teachers to analyze and use data more effectively, learn new things or change the status quo.

With regard to age distribution, those between the age cohorts of 35-39 years constituted about 38 percent (37.8%) and represented the mean age bracket of all six age groups. The least age cohorts were between 25-29 years. This probably may imply that the teachers in the district are matured and therefore know what the tenets and rubrics of their profession is and what roles they must play as teachers and head teachers (See Table 4.1).The age distribution of the teachers supports the assertion by Sherrill (2009) that the teaching profession has in recent times become attractive for the middle age population or the youth than the aged. In her report Sherrill (2009) stated that the teaching profession has become a stepping stone for the youth seeking employment and until they get offers other than the teaching, they are mostly found teaching in schools.

Teacher status of respondents, which is mainly about whether the teacher had undergone professional training or not, is overwhelmingly responded to. In this case 100 percent of teachers in the Ningo-Prampram district had in one way or the other undergone some professional training, ranging from the colleges of education to University level. This professional training received by teachers is what might have convinced Sahlberg (2013) to come out with an opinion that teachers are highly respected as professionals because their basic education and training compare with that of other professionals doctors, lawyers, architects, and engineers. Orlando (2013) argued that every great teacher have professional background training the basis for which they become very effective in instilling disciplinary action into ensuring quality of educational outcomes of students. It can therefore be explained that the respondents have the basic professional training to be able to lead their students into successful educational outcomes. Asare and Nti (2011) reported that at present, Ghana runs the following pre-service teacher education programs such as a three-year DBE (for basic school kindergarten, primary, and junior high schoolteachers). These teachers are prepared in the CoE, a two-year post-DBE (for basic schoolteachers).

These teachers are trained either in the University of Cape Coast or the University of Education, Winneba, for teachers who already possess the DBE, a four-year bachelor's degree (for first and second cycle schools that is, Grades K-12). These are graduates from the University of Cape Coast and University of Education, Winneba, a Master's degree (for second cycle schools and CoE). These also are graduates from the University of Cape Coast and University of Education, Winneba, a two-year DBE (sandwich) program for teachers who already possess initial professional teacher's Certificate "A" 3-Year post-secondary qualification. This is offered through the CoE by the University of Cape Coast, a four-year (distance education) Untrained Teacher's Diploma in Basic Education (UTDBE) for practicing teachers who have not received initial professional teacher training (non-professional teachers). It is offered in the CoE in partnership with the TED of the Ghana Education Service as an ad hoc measure to increase teacher numbers to handle basic schools especially in rural communities, three-year (distance education) Certificate "A" program for practicing (unprofessional) teachers who were on the UTDBE program but could not meet all the requirements for the award of the UTDBE certificate. These teachers too have not received initial professional teacher training. This program is also offered in the CoE in partnership with the TED of the Ghana Education Service as an interim measure to increase teacher numbers to handle basic schools in rural communities like some Ningo-Prampram district schools such as Kpatcherimidor, Otchebleku and Lakpleku among others. Teachers who teach had benefitted in one of these courses and are qualified in this regard.

In relation to job description, the study found that majority of the respondents (75.6%) were subject teachers responsible for teaching specific subjects across all selected schools. According to some of them, it is a nice experience when handling specific subjects because it enhances one's expertise and professionalism than being assigned to a whole class and be responsible for teaching several subjects. Nonetheless 24.4 % of the respondents were class teachers who expressed contrary view about being class teachers. According to them, being class teachers makes them learn more subjects and explore new ideas each passing day by researching to teach the students different subjects. Thus, unlike the subject teachers who get acquainted with their subjects and subsequently become reluctant to explore other subject areas. On the contrary, Louise (2008) argued that what makes teachers professional and experienced is not dependent on their ability to teach many subjects in school rather they become experienced and professionals by focusing on specific subject areas of interest.

Table 4.1

Socio-demographic Characteristics of respondents in the Study Area

		Frequency	Percent
Gender	Female	49	27.2
	Male	131	72.8
Marital Status	Single	35	19.4
	Married	145	80.7
Age	25 – 29	1	0.6
	30 – 34	35	19.4
	35 – 39	68	37.8
	40 – 44	21	11.7
	45 – 49	40	22.2
	50 and above	15	8.3
Teacher Status	Trained teacher	180	100.0
	Pupil Teacher	0	0.0
Job description	classroom teacher	44	24.4
	subject teacher	136	75.6
Teacher job rank	Superintendent II	36	20.0
	Snr. Superintendent I	58	32.2
	Principal Superintendent	52	28.9
	Assistant Director II	25	13.9
	Assistant Director I	9	5.0
Educational Status	Diploma/HND	119	66.1
	Degree	48	26.7
	Graduate Degree	13	7.2
Time tenure at current school	0 – 4	67	37.2
	5 – 9	83	46.1
	10 – 14	22	12.2
	20 and above	8	4.4
Time tenure as a teacher	0 – 4	28	15.6
	5 -9	51	28.3
	10 – 14	50	27.8
	15 – 19	22	12.2
	20 and above	29	16.1
Time tenure with GES	0 – 4	28	15.6

5 – 9	35	19.4
10 – 14	50	27.8
15 – 19	38	21.1
20 and above	29	16.1
Total	180	100.0

Source: Field Data (2015)

With regards to the job ranks of respondents, 20.0 percent of them alluded to being Superintendent II teachers. This rank according to statistical report from the Education Management and Information Systems (EMIS) Unit of the District Education Directorate (2013) is the entry point to the profession for teachers who have newly been recruited into the service from diploma awarding Colleges of Education from all over Ghana. This presupposes that not much of the working force of teachers in the district isinexperienced or lowly ranked.

Additional response indicates that 32.2 and 28.9% of teachers are Senior Superintendent I and Principal Superintendentsrespectively, with the latterbeing the beginning of the senior level ranks in the Ghana Education Service, according to the Human Resource Unit of the District Education Directorate in Prampram. This assertion also presupposes that majority of teachers are well versed in their job profession. Only13.9% and 5.0 % happen to be at the rank of Assistant Director II Irrespectively. These groups are mostly found to be the Headteachers and Assistant Headteachers in the various basic schools in the district, who have much experience to manage the schools for a better BECE result and skill acquisition for life.

As part of the time tenure of teachers in the district which further explains the duration of stay at their various duty posts 15.6% of the respondents indicated that their stay in the district range between 0-4 years. 28.3%stayed between 5-9 years as 27.8% spent between 10-14 years. 12. 2% of respondents had stayed in the Ningo-Prampram district between 15 -20 years. The final group of respondents said they had been in the district for more than 20 years and this took 16.1per cent of the socio-demographic response.

4.3 Normality Test

Both Shapiro-Wilk test and Kolmogorov-Smirnov testswhich were originated by Samuel Sanford Shapiro and Martin Wilk on one hand and Andri Nikolaevick Kolmogorov on the other respectively were used to test the normal distribution of the three dimensions of teachers' leadership roles. The inferential information obtained is that, the p values for the independent variables as shown in table 4.2below were all statistically significant according to the Shapiro – Wilk and Kolmogorov Smirnov test of normality. All significant values for the data must meet the threshold of 0.05 or be greater than $p>0.05$. All teachers' role dimension satisfied the rule. Since normality was satisfied, other parametric tests such as regression was validated.

Table 4.2   Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df.	Sig.	Statistic	Df	Sig.
Resource Provider	0.088	180	0.060	0.963	180	0.074
Instructional Specialist	0.197	180	0.058	0.940	180	0.000
Classroom Supporter	0.125	180	0.071	0.956	180	0.067

a. Lilliefors Significance Correction

Source: Field Data (2015)

Furthermore, other descriptive statistics such as the mean and standard deviation of the study variables were conducted. . In order to ensure that the scales used for collection of data were internally reliable and consistent, an internal reliability and validity analysis was conducted using the Cronbach alpha (α).

4.4 Reliability Test

The reliability of the various instrument tools was tested using test – retest. Using the Statistical Package for Services Solutions (SPSS), the reliability of the tool was calculated to ensure a Cronbach alpha (α) at or above (0.6) which is the acceptable value. If the results are similar then the questionnaire has high reliability. The value of

Cronbach's alpha coefficient is expected to be 1.0 which indicates high reliability of the instrument. Nunnally and Bernstein (1994) state that, a Cronbach's alpha value equal to or greater than 0.70 is considered satisfactory. Reliability estimates between 0.70 and 0.60 are acceptable; whereas, an alpha below 0.60 usually is regarded as unacceptably low. The table below shows evidence of the Cronbach alpha values for the various factors which indicate the internal consistency of sub factors that make up all the main factors.

Table 4.3 First Reliability Analysis Test of All Variables

Study Variables	Cronbach's Alpha
Resource Provider	0.698
Instructional Specialist	0.733
Classroom Supporter	0.713

Source: Field Data (2015)

Upon conducting the pilot survey to ascertain the consistency of the instrument, the survey was randomly administered to 15 teachers of Dawhenya Methodist Basic JHS (public basic school) and 10 teachers of Christ Vision JHS (private basic school). All these schools are in the Ningo -Prampram district. The reliability test run showed all the study variables were above the reliability estimate of 0.6.

Table 4.4 Second Reliability Analysis Test of All Variables

Study Variables	Cronbach's Alpha
Resource Provider	0.701
Instructional Specialist	0.721
Classroom Supporter	0.751

Source: Field Data (2015)

The overall Cronbach alpha (α) co-efficient of the first test for the teachers' role instrument was 0.714 which is above the accepted reliability value. The second test also obtained an accepted overall Cronbach alpha (α) co-efficient of 0.724. Both coefficients of both tests had acceptable alpha values.

4.5 Correlational Results

Table 4.5   Correlational Matrix of Study Variables

		1	2	3	4
1	Resource Provider	1	0.677**	0.272**	0.521**
2	Instructional Specialist	0.677**	1	0.303**	0.416**
3	Classroom Supporter	0.272**	0.303**	1	0.283**
4	Educational Standard	0.521**	0.416**	0.283**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2015)

A Pearson product-moment correlation explored the individual relationships between study variables which takes values between -1 through 0 to +1. The sign (+ or -) of the correlation affects its interpretation. Coefficient value of -1 indicates a perfect negative correlation; +1 indicates a perfect positive correlation, and 0 shows no correlation at all.

Addressing Research Questions

The study employed descriptive statistics, Pearson correlation and multiple linear regressions as the main statistical tools for the three research questions. Agbenyega (2011) has asserted that assessing the effectiveness of human behaviour, especially leadership role of teachers is perhaps the most difficult thing to do unless tied to some performance target such as behaviour outcomes of students, changes in the beliefs, values, and behaviours of teachers themselves which are also inherent.

5. CONCLUSION

5.1 Summary

The study sought to assess the effect of teachers' leadership roles on educational standards in Ningo-Prampram district of Greater Accra Region of Ghana. The study was largely quantitative in nature as it adopted a cross sectional design that had helped in easy collection of data from a cross section of population in a short time. The study which took place in Ningo-Prampram district included all 325 teachers and headteachers at the time of study. A multistage sampling was used for the study. Thus the study adopted a sample determination table for a small population by Israel (1992) to determine the sample size. . Thus a population of 325 marched with a sample size of 180 and this was used for the study.

Cluster sampling was then embarked on to sample participants from the six educational circuits. The sample units were drawn from the randomly selected clusters with the use of a simple random sampling to obtain the required number of respondents. A simple random sampling technique was used to select the schools from each circuit.Furthermore simple random sampling technique was again used to select respondents after which close ended questionnaires that were developed by the researcher himself were administered on respondents. Secondary data, in the form of BECE league tables was also collected from both district and regional education offices to support the study.

Answered questionnaires were collected and coded by the use of an SPSS software interchangeably with Microsoft excel. These tools engaged descriptive statistics such as frequencies, percentages, correlational and regression analysis to explain data gathered from the field. Three specific objectives were focused on in the study; and these included: to assess the dominant leadership roles of teachers, to examine the standard of education in Ningo-Prampram district and to determine the extent of effect of teachers' leadership roles on educational standards in Ningo-Prampram district. In the first place, the study identified that among the dominant teachers' leadership roles; "instructional specialist" role had the smallest average mean of 2.63 and a std. deviation of 1.12, as majority of respondents claimed it to be their dominant leadership role. In support of this finding, is an assertion by Orlando (2011) that teacher leaders must have some characteristic features which had been seen as important in helping them to be able to deliver as teachers. Respect for students, warmness and care, creation of a sense of community and belonging, ability to "shift gears", are some characteristic features mentioned to be essential to be possessed as an instructional specialist. Few (2012) in support of Killion (2007) indicated that there is a wide range of roles to support schools and student success but stressed instructional specialist roles as paramount among these ten main roles.Lesson planning together, implementation of effective teaching strategies, study of research based classroom strategies, exploration of appropriate instructional methods and sharing findings together. (p.4) In another view in support of this finding, Kortide and Yunos (2014) stated that teachers' role as instructional specialistsaccounts for a significant aspect of development in schools. In furtherance of Kortide and Yunos' statement, Stoll et. al. (2002) were cited as indicating that the importance of the teacher spending most of his time in the classroom and getting himself abreast with what goes on and thereby giving students help with his instructional efforts stands paramount.

However, the study detected after examining the standard of education in the district to be low, as performance in BECE over the past three years (2013-2015) had been found to dwindle.(See Appendix D). However, to determine the extent of effect of teachers' leadership roles on standard of education in Ningo-Prampram district, a regression analysis had revealed that results regarding teachers leadership roles as instructional specialists had a positive significant prediction on educational standards. This was further proved with a descriptive statistical and a correlational analysis that, instructional specialist roles of teachers dominated with the highest strength of association.

5.2 Conclusion

The study has successfully investigated the effect of teachers' leadership role on educational standard in the Ningo-Prampram District and has found among other important things, that the dominant roles that teachers play in the district are 'instructional specialist' roles. (Sherril, 2009) This in one way or the other helps educational standard in the district. BECE passing rate is also found to be declining as confirmed by the result analysis from the regional education directorate and the district education office in Prampram, based on the study outcomes there. (Uwameiye, 2015)

It is thus evident to support the hypothesis that only teachers' leadership role, especially as instructional specialists in the district has a positive impact on educational standard regardless of the fact that educational standard is falling in the district.

5.3 Recommendation

Based on findings and conclusions of the study, the following are recommended:

1. In view of the positive relationship between teachers' leadership role as instructional specialists and educational standard, it is recommended that every teacher irrespective of the level and subject discipline must make deliberate effort to provide leadership support regarding roles they play as instructors in the classroom for their pupils. This support according to Few (2012) must be in the form of instructional methodologies that are appropriate for the school. This can be done through incessant counselling, effective teaching and learning and monitoring of students during evaluation exercises, adequate preparation in the form of writing daily lesson notes before entering classrooms, cooperation with colleagues regarding the exchange of teaching and learning materials to ensure that pupils perform creditably in class and for that matter in their final examinations (BECE). Furthermore in exploring which instructional methodologies are appropriate for their various classes and the schools at large, teachers must work inside classrooms as supporters to help implement new ideas and thus share findings with colleagues as done during the school based in-service trainings. This could take the form of demonstrating a lesson, co-teaching, or observing and giving feedback to colleagues. (Blasé and Blasé, 2006).

2. Teacher leaders as in the assertions made by Sherill (2009) serve as catalysts for change, and further serve as visionaries who are never content with the status quo but rather seek for a better way. In line with this assertion, it is recommended that, policy makers incorporate ideas of teachers who are the immediate consultants in schools before policies areput on the drafting board for implementation. Teachers' roles as guidance and counselling co-ordinators relate to an assertion by Larner (2004) and cited by Sherill (2009) that, teachers who take on the catalyst role feel secure in their own work and have a strong commitment by posing questions to generate analysis for students to learn. In this regard, all teachers should take it upon themselves to serve as counsellors to pupils before, during and after lessons.

3. Parents are also advised to take the primary responsibility of guiding their wards at home and counselling them to know the importance of educational outcome on their personal lives. Support in terms of moral and financial commitment must be given to school children by parents to enable them enjoy their right to quality education. Parents should further as a practice desist from over-engaging school pupils especially the underage in economic activities and work harder to foot their school bills and other needed school materials that bring a holistic preparation for life. Situations as it is in the opinion of Uwameiye, (2015) where parents indirectly curtail the academic calendar of their pupils by taking them away at the middle of the term should also as a matter of urgency stop. Parents regardless of the nature of their jobs, places of habitation, literacy level, and religious affiliation among others should try to pay frequent visits to their children's schools to ascertain what goes on. This view is in relation with what Benpechat (1990) suggested by citing Clarke-Stewart (1983) that parents' behaviors with their children regarding stimulation, consistency, moderation, and responsiveness influence the children's cognitive and social development. Not surprisingly, educators and public policymakers continue to pay close attention to the ways in which parents can foster or inhibit cognitive development and, by extension, academic achievement. Parents should play active roles in Parent Teacher Association activities and School Management Committee functions in their wards' schools.

4. Head teachers must provide mechanisms to check academic discipline and excellence across all schools. They must also motivate teachers by way of giving them recommendation for good work than by showing high sense of professionalism through performing additional responsibility of giving extra support to students to help their academics. As mentioned by Uwameiye (2015), until teachers in both primary and secondary schools went on strike to make demands for their salary scale (enhanced package) their employers, the state government will not listen to them. Teachers should not be looked at to embark on industrial actions before their welfare is looked at. These motivations considering rewards, especially at district assembly levels should not necessarily be monetary but a simple recognition at important functions like open days, speech and prize giving days as well as independent day celebration is enough. A handshake in certain circumstances by PTA and SMC executives will increase the morale of hardworking teachers to beef-up their efforts.

5. In addition to Headteachers, all stakeholders of education ranging from the central government, the Ningo-Prampram District Assembly, the District Education Oversight Committee (DEOC), Non-governmental organizations (NGOs) that visit the district, industries located in the district, Old Pupils' Associations and youth clubs should make it a point to heed to the call and needs of schools with respect to provision of infrastructure, teaching and learning materials, teacher accommodation and mini bursary awards to deserving pupils and teachers. This will go a long way to increase their performance for a better academic result and

even any other outcome whatsoever expected. Contrary to this recommendation, teachers will show divided loyalty to teaching by paying lip-service to their jobs and be spending more time and energy in other businesses and less time in the classroom. (Uwameiye, 2015). Finlayson (2009) asserted after citing Pitkoff (1993) that teachers are absent more often in elementary schools and this has a significant impact on students who are developing their knowledge and skills at an increased pace.

6. The fallen rate of BECE exams also means that teachers and head teachers need to intensify their supervisory and monitoring efforts to prepare their students adequately to meet expectations of external examination. Further suggested efforts to teachers and hedteachers could be in the form of checking absenteeism of candidates before examination starts, checking the punctuality of pupils, making sure that teachers respect the rubrics of the job such as writing of lesson notes. Although teachers indicated that they do their best to cover their syllabus, they should also make effortslike collaborating with students and parents and intensively advising those students who are academically weak to reconsider repeating their classes instead of going to take the external examination unprepared. This will go a long way to help save resources for students and parents; at the same time reduce the tendency of students writing and failing examination each time. Extracts from the District Education Oversight Committee (DEOC) report indicate that pupils after they have been registered for final examinations constantly absent themselves from classes. Some have to sign bonds to be of good behaviour before they obey school rules and regulations and finish school.

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