The Dominant Role of Teachers in Ningo-Prampram District

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Abstract
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.
Keywords: Dominant Role, Teachers Role in School, Parent Role in Education

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.

2. 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)

2.1 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)

2.2 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. 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)**

2.4 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)

2.5 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.

2.6 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.

2.7 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.

2.8 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.

2.9 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.

2.10 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.

4.0 DATA ANALYSIS

Descriptive statistics was used to analyse this research question. That is the mean score of the three teachers' role constructs were obtained. The dominant role was determined by the highest mean against the scoring of Teachers' leadership role instrument. The TLRI has a Likert scale scoring of 1 to 5 that is (1-Strongly agreed, 2-Agree, 3-Neutral, 4-Disagreed, 5- Strongly Disagreed).

4.1 Descriptive Statistics of study variables

Table 4.6

INSTRUCTIONAL SPECTIALISTS	N	Mean	Std. D
I do not have enough time to prepare adequately before I meet my pupils in class	180	3.6667	1.15309
I sometimes check the attendance of my pupils to school	180	2.8611	1.44456
I seldom check on study activities of my pupils	180	3.0333	1.45664
I give guidance and counseling to pupils in my school	180	1.8556	0.86601
Participation in extra curricula activities in my school helps enhance teachers' leadership roles.	180	1.9889	0.91535
I keep in constant touch with pupils even if they close from school.	180	2.4333	0.88501
Average	**180**	**2.6398**	**1.1201**

Source: **Field Data (2015)**

From Table 4.6, Teacher's role as instructional specialists had an average mean of 2.63 and Std. deviation of 1.12. From the Teacher's leadership role instrument, all the mean score for the items in this variable was between 1.855 to 3.667. This indicates that respondents agreed on all the statements of this variable. The first item in the variable "I do not have enough time to prepare adequately before I meet my pupils in class" had the mean= 3.67. This means majority of the respondents claimed they do not agree to this statement. This implies that is respondentsget an ample time to prepare before they meet their pupils in class. Again, the item "I give guidance and counseling to pupils

in my school" had the mean= 1.855, this means, the respondents as instructional specialists, serve as counselors to the pupils as well.

Table 4.7

CLASSROOM SUPPORTERS	N	Mean	Std. D
I play leadership roles despite my job as a teacher.	180	1.4944	1.03296
Inadequate preliminary preparations, before meeting my class depend on planning lessons with enough resources.	180	3.7444	1.17764
I sometimes co-teach other teachers as a form of lending support to other classes.	180	4.1056	.80152
Observing other teachers in their classrooms is essential to improving educational standards.	180	3.6278	1.36202
Peer teaching in my school serves a great purpose in improving my role as a supporter of the classroom.	180	1.9889	.99714
Mentoring new teachers lends a great deal of support to classrooms.	180	3.3778	1.37071
Specific programs exist in my school to help colleague teachers to analyze and use instructional materials like data effectively	180	1.7278	.98497
Average		**2.8667**	**1.1039**

Source: Field Data (2015)

From table 4.4on the teacher's leadership role instrument, all the mean score for the items in this variable (classroom supporter) were between 1.49 to 3.62 and an average mean of 2.867 and Std. deviation of 1.103 indicating that respondents agreed on all the statements of this variable. The item "Inadequate preliminary preparations, before meeting my class depend on planning lessons with adequate resources" had the mean= 3.744. The respondents strongly disagree to this statement. This means the respondents claim they are able to prepare well before meeting their classes. Again, the item "I play leadership roles despite my job as a teacher" had the mean= 1.49, here respondents strongly agreed that they serve as coaches, motivators, inspirers and managers to their pupils.

Table 4.8

RESOURCE PROVIDER	N	Mean	Std. D
Teaching and learning materials (TLMs) in my school enhance my work as a teacher	180	2.7611	1.56556
My school has the requisite facilities for a good educational standard.	180	3.4222	1.40611
The present state of educational standards depends on resources used by teachers.	180	3.2278	1.27209
Resourcing schools through improvisation by teachers could increase the percentage pass rate of pupils in BECE.	180	4.2500	0.98523
Adequate school resources at the disposal of teachers could change educational standards for the better.	180	3.6944	1.37047

Source: Field Data (2015)

From table 4.8, on the teacher's leadership role instrument, all the mean scores for the items in this variable (resource provider) were between 2.76 to 4.25 and an average mean of 3.47 and Std. deviation of 1.32 indicating that respondents agreed on all the statements of this variable "Resourcing schools through improvisation by teachers could increase the percentage pass rate of pupils in BECE"had the mean= 4.25. The respondents strongly disagree to this statement. This means that basic schools are not well resourced so teachers are compelled to prepare pupils for BECE through improvisation which does not help hence poor pass rate of these students. Again, the item "Teaching and learning materials (TLMs) in my school enhance my work as a teacher" had the mean= 2.761, respondentsagreed that the available teaching and learning materials in their school enhance their delivery as teachers.

From the analysis in all the three tables (4.6, 4.7 and4.8) Instructional specialist had an average mean=2.64, classroom supporter had mean= 2.87and resource provider had mean=3.47on the teacher leadership role instrument (1-strongly agreed, 2-agreed, 3-neutral, 4-disagreed, 5-strongly disagreed). Majority of the respondents claimed instructional specialist is the dominant leadership role of teachers in Ningo- Prampram district.The study found which leadership roles dominate among teachers' leadership roles of being Instructional Specialists, Classroom Supporters and Resource Providers.

According to LaRocque (2008) "the teacher leader understands principles of learning andhow 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"(p. 9). LaRocque (2008) is of the view that teachers must work within seven domains of the Teacher Leadership Standard Model (TLSM) to prove their instructional leadership status, 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, and advocating for student learning and the profession.

Fulla (2007) was supported by Kotirde and Yunos (2014) as saying that teachers' role at classroom level as instructional specialists accounts for a significant aspect of development in schools. In link with their work, Kotirde & Yunos(2014) further cited Stoll et al (2002) and took a stand which observed the importance of the teacher spending most of his time in the classroom and abreasts himself with what goes on and thereby gives students help with his instructional efforts. "Instructional leadership encourages a focus on improving the classroom practices of teachers as the direction for the school"(Leithwood, Seashore, Anderson,& Wahlstrom, 2004).

In the Ningo-Prampram district, all schools have an in-service training policy named INSET being practiced by teachers. This in-service training policy was instituted by government on both single-School Basis and cluster schools basis. School Based In-service Training (SBI) - Cluster based INSET (CBI).This exercise is geared towards teach-critique re-teach sort 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 lead teacher, who serves as the instructional specialist with much knowledge on the topic under discussion, referred to as the curriculum leader displays his skills of knowledge in the subject matter to their colleagues. Knowledge acquired here is disseminated to pupils for the difficult topics to be understood.

4.2 Standard of Education in Ningo-Prampram District.

Basic Education Certificate Examination (BECE) results were used to measure the standard of education in the Ningo-Prampram district. The Greater Accra Regional result analysis for three years spanning 2013-2015 was used. The average mean marks for boys and girls, percentage pass and the overall percentage passes were calculated to determine the current standard of education in the district and how they fared in the examination; and for that matter Ningo-Prampram district.

The bench mark for determining pass rates of individual pupils is the grading system which has marks ranging from 80%-100%=1(Highest), 70%-79%=2(Higher), 60%-69%=3(High), 50%-59%=4(High Average), 40%-49% =5(Average pass), 35%-39%=6(Low average), 30%-34%=7(Low), 25%-29%=8(Lower), 0%-24%=9 (Lowest). The study considered the four Core Subjects (Social Studies, Mathematics, Integrated Science, and English) and their two electives (French and Dangme/AkuapimTwi or Religious and Moral Education-(RME).

In the study, educational standard of Basic Schools in the Ningo-Prampram District was measured using their BECE performance ranking table from 2013 to 2015 academic years (see Table 4.9 below). The following tables below compare the standard of education in public schools in the district to determine which one has relatively higher standard in terms of BECE outcomes for three years (2013 to 2015) by the use of result analysis in the Ningo-Prampram District. From Table 4.9, the average mean mark for boys and girls stood at 27.45% and 28.3%, respectively

thus 55.76% as an aggregation of the two. This gave a percentage pass of 40.84 for boys and 32.68 for girls. The overall percentage pass for Ningo-Prampram district for the year 2013 was 36.97 which on the grading system that serves as the benchmark for pass is grade 6 interpreted as a Low average.

Table 4.9   BECE STATISTIC FOR 2013

	Average Mean Mark	Percentage Passed	Overall Percentage
Boys	27.45	40.84	
Girls	28.31	32.68	36.97%
Total	55.76	73.52	

Source: Greater Accra Regional Education Directorate (2015)

In table 4.10 below, the average mean mark scored in 2014 for boys and girls together stood at 56.8% with an aggregate percentage pass of 61.46. Thus boys had 33.29% and girls had 28.17%. This pegged the district's overall percentage pass at 30.91which on the grading system that serves as the benchmark for pass is grade 7 interpreted as a Low. When compared with the previous year (2013) which had 36.9 per cent, it shows a decline in BECE performance.

Table 4.10   BECE STATISTIC FOR 2014

	Average Mean Mark	Percentage Passed	Overall Percentage
Boys	28.12	33.29	
Girls	28.69	28.17	30.91%
Total	56.81	61.46	

Source: GES-Greater Accra Directorate (2015)

Table 4.11 BECE STATISTIC FOR 2015

	Average Mean Mark	Percentage Passed	Overall Percentage
Boys	28.6	33.4	
Girls	29.5	25	29.40%
Total	58.1	58.4	

Source: GES-Greater Accra Directorate (2015)

In the result analysis above table 4.11, for the year 2015, the average mean mark for boys in the Ningo-Prampram district stood at 28.6%, with that of girls at 29.5 per cent. In all, the core stood at 58.1% for both boys and girls. The percentage pass therefore in aggregation was 58.4%. This means that girls' percentage pass was 25.0 and boys' was 33.4. The overall percentage pass for the district was 29.40which on the grading system that serves as the benchmark for pass is grade 6 interpreted as a Lower.This again reveals a further decline in BECE performance over the three years; an indication of the fact that education standards of the Ningo-Prampram district has fallen. From the analysis above, the overall average percentage pass rate 2013-2015 stood at 32.42. This is interpreted as Low, which is grade 7 on the BECE rating scale.

The second objective for the research is aimed at examining the standard of education in Ningo-Prampram District. To this effect the district's BECE results analysis from year 2013 to 2015 were used to examine the standard of education.The Standard of education in Ningo-Prampram district has dwindled in the three years (2013-2015) that the results were compared. The results after the analysis showed that Ningo-Prampram district's performance had retrogressed over the three years (2013-2014). Based on the BECE rating scale the pass grade in 2013 was 6 meaning, the pass rate was low average and the district ranked 13th (See Appendix D) out of 16 districts. Again in 2014, the general performance of pupils in the BECE reduced to grade 7 which is lower, based on BECE rating scale, the

district's position dwindled to 14th (See Appendix D) and finally in 2015, the standard performance further retrogressed to grade 8 which is a lower BECE rating placing last but one (15th) position (See Appendix D) in the region.

From the analysis the average standard of performance in the district is Low. This means generally majority of BECE graduates in the district do not make it to the next level of their education that is (senior high school). It is not a surprise to hear that the realities on the ground as reported by district education quarterly reports (2013-2015) that make education standards deteriorate more may be viewed in cases such as: spread of game centers by petty traders, who have the quest to make more money besides the sale of their wares. Some drinking bar operators also attach game (gambling) machines as a way of sustaining the interest of customers to their bars). Pupils spend their homework times, playing games that are not educative.

Furthermore, pupils are encountered at social gatherings like funeral grounds wasting their precious study hours dancing to music that may be described as solely for adults. Another serious practice by parents of some of the schools who receive no incentive like others who enjoy 'school feeding programs' is to interrupt the study periods of their pupils and send them to engage in income ventures at tender ages only to bring them back after six or more years, to continue the school. When it happens like this, headteachers and school authorities have no option than to place them in beginning classes to start from the scratch.

One may not believe his/her eyes to see a sixteen year old child in a kindergarten class in Ningo-Prampram district. There are also circumstances where as a result of the quest to get rich quick, by learning from adult males such as taxi drivers, school pupils get engaged in trades such as drivers' mates, and the females in sale of toffees and iced water. In addition, one could hear comments such as "my brother did not even attend school but he has put up a house, what do I worry myself in school to do" These statements synchronize with Fidelis (2015) who cited Akingbulu (2013) In the daily independent of 27th March, 2013, with the opinion that "our young generation see the leaders pocketing so much money and they breed the feeling that there is always a shortcut of making money. The impression created here is that one does not really have to give oneself any drudgery or too much labour for to get rich. These utterances force some school pupils to shirk their study responsibilities and go into search for gold and other precious minerals digging (galamsey) so as to get rich quick and acquire property.

There are even circumstances when those who force to complete their basic education, and are not able to continue to the senior high level learn a trade in a haphazard way that they cannot practice for any meaningful income. They end up as social deviants who engage in anti-social vices such as stealing and prostitution. Some end up travelling to places they can locate any water body and get engaged or enter into premature fishing occupation. These fishing immigration to other places outside the district is what is called 'akosombo' in the local parlance. There are circumstances where some old ladies who serve as guardians to some BECE graduates are said to have forced their teenage granddaughters to go out and look for their own means of livelihood. In modern days, the proliferation of motorbike business (Okada) serves as a fertile ground for those who are appreciably aged to find business for themselves.

This behaviour is in match with Dantata (2013) who was cited by Fidelis (2013) and attributed reasons for falling standard of education in Nigeria Universities and other tertiary institutions to youth non-challant attitude to the pursuit of knowledge. Some of these bigger boys wake up at dawn and operate their motorbikes for some income before going to school. They are mostly found sleeping in class at the detriment of studies. Most of them end up getting amputated as a result of inexperience on the roads.

4.3 Hypothesis Testing
Teacher's leadership roles have effect on educational standard in Ningo-Prampram District.

4.3.1 Testing the Assumption of Multiple Regression
The Dubin-Watson value was 2.514, thus indicating that independence of residuals assumption does not violate (Pallant, 2007). The maximum value for cook's Distance is 0.110(<1.00), suggesting no potential problems with the outliers (Tabachnick and Fidell, 2007). Additionally, multicollinearity was absent from the regression model, where the tolerance values 0.616 (<1.00) and the variance inflation was 1.547(<1.00) (Pallant, 2007).

Table 4.12   Regression between Teachers' Leadership Roles and Standard of Education

Predictors	Beta	Std. Error	Std Beta	Sig.
(Constant)	4.009	3.529		0.263
Instructional Specialist	0.364	0.150	0.326*	0.019

Classroom Supporter	0.220	0.1570	0.197	0.177
Resource provider	-0.400	0.090	-.0650**	0.000
F				7.730**
F change				7.730**
R Sq				0.392
Rsq change				0.392

**p<0.001,*p<0.05

Source: field data (2015)

$Y'i = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + \varepsilon$

$StdEdu = b_0 + b_1 (Inst\_Spec) + b_2 (Class\_Supp) + b_3 (Res\_Prov) + \varepsilon$

$StdEdu = 4.009 + 0.364(Inst\_Spec) + 0.220(Class\_Supp) + -0.400(Res\_Prov) + \varepsilon$

Where this is:

Inst_Spec= Instructional Specialist

  Class_Supp= Classroom Supporter

  Res_Prov= Resource Provider

  ε= Error term

The above model shows that multiple linear regressionswere used to test this hypothesis. In the table 4.12above, the regression model F (3, 36) =7.730, p=0.00 shows that the above model was significant. The model had R.sq of 0.392, this means the three teacher's leadership roles (instructional Specialist, classroom supporter and Resource provider) explains about 39% variance in Standard of education in Ningo-Prampram district. The teachers' leadership variables individually, instructional Specialist positively predicted Standard of education (Beta=0.364, p=0.019) and Resource provider too negatively predicted Standard of education (Beta=-0.400, p=0.000).The class room supporter insignificantly predicted Standard of education. From the analysis, only instructional Specialist predicted Standard of education positively and significantly than the other variables.This means a unit increase in instructional specialist will result in about 0.364 units increase in Standard of education.This analysis met expectation that teachers' leadership role had a significant effect on standard of education.Therefore this hypothesis was supported.

4.4 Discussion of Results
4.3.1 Introduction

This discussion was done by reviewing the literature of previous literatures relative to the findings of this particular study. The presentation follows the order in which the research questions of the study were stated in chapter one. It further considers possible explanations for the results with various views from other scholars. The research objectives for this study are stated below:

1. To assess the dominant leadership roles of teachers in Ningo-Prampram district.
2. To examine the standard of education in Ningo-Prampram district.
3. To determine the extent of effect of teachers' leadership roles on standard of education in Ningo-Prampram district.

The primary objective of the study was to assess the effect of teachers' leadership roles on educational standards in Ningo-Prampram district. Many previous researchers had found several teachers as exhibiting leadership roles in their work. Olando (2013) is of the view that for a teacher to display a good character as an instructional specialist he must have some characteristic features that had been seen as important in helping him to be able to deliver and also play good leadership roles for the upkeep of educational standards. Setting of high expectations for students, ability to "shift gears" (adjust) during lessons; are among characteristics mentioned to be essential to possess as a good instructional specialist. Orlando further asserted that 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. A great teacher, who displays skills as aninstructional specialist, 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 students.

4.3.2   Effect of teachers' Leadership Role on Standard of Education

This objective looks at the effect of teachers' leadership roles on standard of education in Ningo-Prampram district. Leadership role had three variables namely: 'Classroom supporters', 'instructional specialists' and 'resource providers'. In Table 4.12 above, it can be seen after the regression analysis that the results regarding teachers' leadership role as 'instructional specialists' has a positive significant prediction on educational standards. This further implies that the more teachers play their instructional specialist roles, the more educational standards go high; or better still, there will be improvement in educational standards in the district. This can be confirmed by both the descriptive statistical analysis and the correlational matrix that instructional specialist role is the dominant leadership role and has the highest strength of association with standard of education. In addition, teachers' role as 'ResourceProviders' predicted educational standards negatively. One can therefore say that, as teachers engage in their roles as resource providers, educational standards in the district deteriorate or worse still will fall.

In the same vein, teachers' role as classroom supporters had an insignificant prediction effect on educational standards. Explained further, it reveals that, as teachers play their roles as classroom supporters, it has an insignificant impact on educational standards. This result has disputed Blasé and Blasé (2006) who cited Sherill (2009) and were of the opinion that consultation with peers enhances teachers' self-efficacy. The view by Sherrill (2009) that teachers' classroom supporter role where they work inside classrooms to help other teachers implement new ideas by often co-teaching or observing and giving feedback has also been defeated here. It can therefore be inferred that teachers role as instructional specialists has a positive significant prediction because, of programs that are run to beef-up the professional expertise of teachers in the district regarding how well they could perform during instructions in the various classrooms.Fulla (2007) was supported by Kotirde and Yunos (2014) as saying that teachers' role at classroom level as instructional specialists accounts for a significant aspect of development in schools. In link with their work, Kotirde & Yunos (2014) further cited Stoll et al. (2002) and took a stand which observed the importance of the teacher spending most of his time in the classroom and abreasts himself with what goes on and thereby gives students help with his instructional efforts. "Instructional leadership encourages a focus on improving the classroom practices of teachers as the direction for the school" (Leithwood, Seashore, Anderson, & Wahlstrom, 2004) .

It could be cited with a common practice in the Ningo-Prampram district, where all schools have an in-service training policy named INSET being practiced by teachers. This in-service training policy was instituted by government on both single-School Basis and cluster schools basis. School Based In-service Training (SBI) - Cluster based INSET (CBI).This exercise is geared towards teach-critique re-teach sort 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 lead teacher, who serves as the instructional specialist with much knowledge on the topic under discussion, referred to as the curriculum specialist displays his skills of knowledge in the subject matter to their colleagues, who further teach in their various classrooms for a better understanding of their pupils. This practice further supports Cindy, Harrison & Killion, (2007) cited by Sherril (2009) 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.

5. CONCLUSION

Keeping educational standards high is a commitment to all stakeholders of education. Topor et al (2011) indicate that children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. This indication behoves on parents to have high interest in their children's academic laurels, by constantly keeping in touch with school authorities for a collaborative work about the welfare, wellbeing, and the general wellbeing of their pupils.

The findings of this study reveal that teachers' roles as instructional specialists top the list among the various roles that the play for the perfect upbringing of pupil. This further implies that the more teachers play their instructional specialist roles, the more educational standards go high; or better still, there will be improvement in educational standards in the Ningo-Prampram district.

Major stakeholders like government and district Assemblies' commitment to the provision of major needs like classrooms infrastructure, textbooks and teachers' remuneration packages, logistical support to education directorates and passing of bye laws to regulate student behaviour in various communities, to augment their supervision and monitoring activities in a timely manner is a prerequisite to high educational standard. The realization of school pupils themselves that education is the best legacy any parent can bequeath to a child in this era of the world becoming a global village is important in turning standards of education around for the better.

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