

UNIVERSITY OF EDUCATION, WINNEBA

COMMUNITY PARTICIPATION IN BASIC SCHOOL DEVELOPMENT AT
SEKYERE CENTRAL DISTRICT OF THE ASHANTI REGION



**A Dissertation in the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the School of Graduate Studies,
University of Education, Winneba, in partial fulfilment of the requirements for
award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, ERIC BERKO-BOAHENE, declare that this dissertation, with the exception of quotations and references contained in published work which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE

DATE

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. LYDIA OSEI AMANKWAH

SIGNATURE

DATE

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I am grateful to the management of the various schools for giving me the permission to conduct the study at their place. My heartfelt thanks go to my colleagues and all the respondents who availed themselves for the study.



DEDICATION

To my wife, children and the entire family for their support and encouragement.

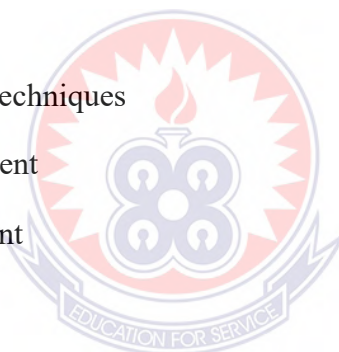


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ABSTRACT

The purpose of the study was to investigate community participation in Basic School development at Sekyere Central District of Ashanti Region of Ghana. The objectives of the study were to access areas community leaders are involved in basic schools development, identify factors that impedes community participation in basic schools development and to find out measures to improve community participation in basic school development at Sekyere Central District. Descriptive research design using the quantitative approach was adopted for the study. The target population for the study was all School Management Committee executives, Parent Teacher Association executives at Beposo Circuit of the Sekyere Central District. The accessible population was 122 comprising 68 School Management Committee executives and 54 Parent Teacher Associations executives Purposive sampling technique was used to select all the 122 community leaders for the study. Questionnaire was used to collect data for the study. The reliability test yielded cronbach alpha of 0.82. The data were analysed using descriptive statistics, such as, frequencies and percentages. The study found that community leaders were involved in promoting access to education and repairing school facilities. Political interference and loss of interest in community participation impeded community participation. Scheduling of meetings at convenient times, clear roles and responsibilities of local community were measures to improve community participation development of basic schools. It is recommended that the Sekyere Central District Directorate of education should entreat heads of basic schools to adopt the measures that could help to improve community participation in the development of basic schools.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Throughout the globe, education remains the most vital strategy for the development of the society in the developing world (Aikaman & Unterhalter, 2005). Over the years there has been concern over effectiveness of community leaders and the development of schools. It is therefore the duties of the leaders to ensure their active participation in schools. A community leader is a prominent and respected member of a particular community, especially one with an active and specific social or political role or position. Community leadership is the courage, creativity and capacity to inspire participation, development and sustainability for strong communities.

Notably, education is often said to be the powerful tool for developing intellectual abilities, shaping cultural attributes acquiring knowledge and skills as well favourable tool to move a nation towards developing the scientific and technological culture. Achieving education requires total and holistic commitment and achievement of the government and the community as a whole (Verma, 1997).

Education is a social enterprise demanding efforts and contribution from all stakeholders (Afful Broni, 2004). This implies that education is not one man's show. People constitute the foundation of any organization. In the same light, the school as an organization is about team where among different levels within the group. (Afful Broni, 2004). According to Agbenta (2008), trained on educated human resources constitute manpower and personal development. The quality of education received by the citizenry determines the level of development of any country. This therefore, calls for collective

responsibilities in a bid to push forward the agenda of the school in the provision of quality education.

In Ghana, communities play vital roles in the development and provision of education. Many of the basic schools in Ghana were originally imitated by local communities, which willingly recruited teachers and provided places of learning for their children. Many of the basic schools in Ghana were originally initiated by local communities, which willingly recruited teachers and provided places learning for their children. As the schools progressed they were absorbed unto the public school system. The management and control of the schools then shifted to central government authorities and communities tended to be involved. This centralized control and management of the delivery system over a long period has had an adverse effect on local community and involvement in the quality management and access participation of education in the country. (Ministry of Education, MoE, 2010). According to the policy document of the (FCUBE) the involvement of all stakeholders in education is required to achieve the above objective of the reforms. This policy documents has therefore made it mandatory for communities to participate in the provision of educational facilities and service since communities can no longer be neglected as partners in education development. The World Bank (2001) noted that unless “communities are placed at the centre of educational change in Africa, the critical challenges of poverty reduction and educational development is unlikely to happen especially in the rural areas” (p.1).

The community leaders of Sekyere central District have become councils in educational development through parental involvement in the management of schools. Community participation with the main aim to improving teaching and learning has

become more crucial and is required to be involved in assisting development of schools. According to the MoE, 2011, community leaders have a major role to play in the regeneration of schools. They have an important role to play in enforcing standards, developing and maintaining school infrastructure and creating partnership between teachers, pupils and district authorities to bring about the needed changes and reforms (MoE, 2010). The researcher therefore seeks to conduct this study to find out the level of community participation in the development of basic schools in the study area.

1.2 Statement of the Problem

It is an acceptable fact that community involvement in education promotes school development. Unfortunately this important tool has not been given attention by community leaders. Community members seem not to care about anything that concerns the school. The standard of education and infrastructure at most schools in the district has not been encouraging over the years (SPAM Report, 2019).

The question that arises therefore is which areas are community leaders involved in basic schools? There is the need to answer these questions that the study was designed to investigate community participation in Basic School Development at Sekyere Central District of the Ashanti Region of Ghana.

1.3 Purpose of the Study

The purpose of the study was to investigate community participation in Basic School development at Sekyere Central District of Ashanti Region of Ghana.

1.4. Objectives of the Study

The following objectives guided the study:

1. to access areas community leaders are involved in basic schools development at Sekyere Central District.
2. to identify factors that impede community participation in basic schools development at Sekyere Central District.
3. to find out measures to improve community participation in basic school development at Sekyere Central District.

1.5 Research Questions

1. Which areas are community leaders involved in basic schools development at Sekyere Central District?
2. What factors impede community participation in basic schools development at Sekyere Central District?
3. What measures can be adopted to improve community participation in basic school development at Sekyere Central District?

1.6 Significance of the Study.

The outcome of this study would be significant in the following areas; firstly, it would help basic schools to continuously functional very effectively since the heads will work hand in hand with the communities and see the leadership of the communities as a major stakeholder of the schools they operate. It would also reveal to the policy makers of the basic schools to appreciate, the forms and benefits of contributions of local leaders

of the community. This will help them to formulate better policies for basic schools in the country.

The pupils in the various basic schools would also appreciate how their leaders also have a role to play in basic schools which in a way will help them do same in the near future. The community leaders' role in basic school development is under-researched. Researchers are still developing concepts, attributes and practices of community leaders. This would also add to existing related literature. Finally, this research will also help future researchers in educational leadership who may conduct further study on community participation.

1.7 Delimitation of the Study

The study was delimited to community participation in basic school development at Sekyere Central District. The study was delimited to Parent Teacher Association executives (PTA) and School Management Committee executives (SMC). Areas, such as, level of community involvement in basic schools development, factors that impedes community participation in basic schools development and measures to improve community participation in basic school development were covered.

1.8 Limitations of the Study

The use of questionnaires prevented respondents from providing further responses, which could have contributed to the validity of the research findings. Initially some respondents were not ready to respond to the questionnaire items for fear of victimization, but the researcher assured them of confidentiality of the information they would divulge.

1.8 Definition of terms

Traditional leaders

It refers to persons who occupy the throne or stool in accordance with tradition in communities of the study area.

Community Participation

It refers to the involvement or contribution of people in towns and villages in the development of schools in their areas or environment.

Education:

It refers to the transmission of knowledge, skills, attitude, culture and value of a society from one generation to another.

Community Leaders

It refers to Parent Teacher Association executives (PTA) and School Management Committee executives (SMC).

Stakeholders

These are individuals and groups of people who have interest in and are affected by decisions and policies about their community schools. They include teachers, PTAs, SMCs, Unit Committees among others.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter reviews the related literature on community participation in basic school development. Literature review concerning this study focused on the following sub-headings;

1. Concept of community participation
2. Community Participation in Education
3. Importance of community participation in education
4. Areas of Community Participation
5. Levels of community participation in education
6. Factors that Hinder Community Participation in Basic School Development
7. Factors that promote Community leaders Participation in Educational Development
8. Strategies of Participation in Ghana
9. Strategic Initiatives to Improve Basic Education Delivery in Ghana
10. Ways of Improving Community Participation
11. Summary of Literature review

2.1 Concept of Community and Participation

Community

According to Mathie and Cunningham (2003), community is a slippery concept. It is used in a range of senses such as denoting actual groups of people as in a village, neighborhood or ethnicity boundary. It can also refer to particular qualities expected

among people as in ‘a sense of community’. Bray (2000) contends that there are 94 alternative definitions of community and observes that the list is still not exhaustive. Without going too deeply into the matter, it is useful based on the observation by Bray (2000) to note that a community has at least some common features such as; a network of shared interests and concerns, a symbolic or physical base, an extension beyond the narrowly-defined household and has something that distinguishes it from other similar groups. For the purpose of this research, the study defines a community as people living in a defined locality and/or other people or organizations outside the local community who share common interests with the local people.

The widespread use of the language of participation in development across a spectrum of institutions, from radical NGOs to local government and even to the World Bank raises questions about the exact meaning of this catchword. According to Cornwall (2008), participation can be used to signify almost anything that involves people. Mikkelsen (2005) defines participation as a process through which stakeholders have an opportunity to contribute, influence and share control over development initiatives and make decisions over the use and control of resources that affect them. On the other hand, Dale (2000) adds another dimension and contends that participation may also refer to the involvement of a range of other stakeholders who may have different interests and abilities. For the purpose of this study, the definition of ‘participation’ by Mikkelsen (2005) would be adopted to guide the study as this fits activities/events taking place in the area being considered in this study.

Community Participation

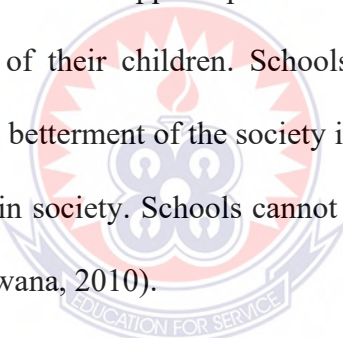
Community participation normally refers to the involvement of members of a community in decision making process and common goal achievement. According to Caveye (2010), community participation in development context refers to “involvement by members of a community to predetermined programs and objectives with assistance of external intervention. The involvement and endorsement of community members in intervention programs or initiatives from a government bodies, community based organization, non-governmental organization or corporate groups can serve as illustration of community participation or involvement. Community participation has been described as an active involvement of defined community at least in some aspect of project design and implementation where the key objectives are the incorporation of local knowledge into the project’s or initiative’s decision making process (Mansuri & Rao, 2013).

To Ratanavaraha and Jomnonkwao (2013), community participation is a process of enabling people to involve in planning and implementation of development initiatives with collaborative thinking and decision making on their problems. It involves the use of mutually creative generation of knowledge and skill alongside appropriate guiders as well as monitoring organization and related staffs implementation, thus, resulting in increasing level of living and solving community problems. Community participation in education is that in which citizens and social agencies affected by the schools are partners in making important school policy decision in areas such as selection of school personnel, infrastructure, budget and plans for integration (Narwana, 2010). One can therefore say that community participation in education is a process whereby the community in which

the school is situated share common responsibilities in providing quality education for the children in the society.

2.2 Community Participation in Education

Education takes place not only in schools but also within families, communities, and society (Narwana, 2010). Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100% responsibility for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing, and educating of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society (Narwana, 2010).



Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize their contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents, and communities. Studies have identified various ways of community participation in education, providing specific channels through which communities can be involved in children's education. Colletta and Perkins (1995) illustrate various forms of community participation which include research and data collection; dialogue with policymakers; school management;

curriculum design; development of learning materials; and school construction. Heneveld and Helen (1996) recognized parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that are relevant which include the fact that children come to school prepared to learn; the community provides financial and material support to the school; communication between the school, parents, and community is frequent; the community has a meaningful role in school governance; and community members and parents assist with instruction.

Williams (2011) argues that there are three models of Education and Community. The first one is traditional community-based education, in which communities provide new generations of young people with education necessary for transmitting local norms and economic skills. In this model, education is deeply embedded in local social relations, and school and community are closely linked. The government, being of little use in meeting the specialized training needs of industrialized economies, plays a minor role, providing little basis for political integration at the national level.

The second model is government-provided education, in which governments have assumed responsibility for providing and regulating education. The content of education has been largely standardized within and across countries, and governments have diminished the role of the community. However, a lack of resources and management incapability has proven that governments cannot provide the community with adequate educational delivery, fully-equipped school buildings, and a full range of grades, teachers and instructional materials. This triggers the emergence of the collaborative model, in which community plays a supportive role in government provision of education.

Epstein (2011) suggested ways to help children succeed in school and later life, and focuses on partnerships of schools, families, and communities that attempt to: improve school programs and school climate; provide family services and support; increase parents' skills and leadership; connect families with others in the school and in the community; and help teachers with their work. The author summarizes various types of involvement to explain how schools, families, and communities can work productively together:

Parenting— to help all families to establish home environments that support children's learning at schools to design effective forms of school-to-home and home-to-school communication that enable parents to learn about school programs and their children's progress in schools, as well as, teachers to learn about how children do at home, to recruit and organize parent help and support, to provide information and ideas to families about how to help students at home with home-work and other curriculum-related activities, decisions, and planning, to include families in school decisions, to have parent leaders and representatives in school meetings; and to identify and integrate resources as well as services from the community in order to strengthen school programs, family practices, and student learning (p. 74).

Community participation in education from the above discussions, can be summarized as the various activities that parents/guardians and other stakeholders perform that are geared toward enhancing pupils comfort, performance and achievement.

2.3 Importance of Community Participation in Education

The goal of any kind of activity that attempts to involve community and families/parents in education according to Cornwall (2008) is to improve the educational delivery so that more children learn better and are well prepared for the changing world. There are various reasons to support the idea that community participation contributes to achieving this goal. Extensive literature research has resulted in identifying the following rationales that explain the importance of community participation in education. Hall (2011), Honda and Kato (2013) observed that involving community members could lead to strengthening accountability in school management. Again, Blimpo, Evans, and Lahire (2014) found that effective community participation leads to improved student learning in rural communities in Kenya. Oakley (1991) pointed out that the benefits or achievements of people's participation include the following: there is a greater chance that available resources will be used more efficiently when there is greater participation in a project. It is cost effective because local people take responsibility and administer the project, participation allows people to use their resources and skills in a more effective way, participation allows people to think about solutions instead of focusing on their problems thereby sustaining the project. It actually removes the mentality of being dependent, but rather people become aware of the problems and they become more confident and this fosters greater independence, and also most government programs do not reach out to all those in need hence participation of non-state actors will reach and provide services to underserved areas, (p.56).

A World Bank Report (2012) cited the Maximization of Limited Resources as one of the benefits of community participation in education delivery. The Report noted

among other things that learning materials as well as human resources are limited everywhere, particularly in developing countries. The focus therefore has shifted to finding efficient and effective ways to utilize existing limited resources. Although some communities have historically been involved in their children's education, it has not been fully recognized that communities themselves have resources to contribute to education, and they can be resources by providing local knowledge for their children. Involving parents, families, and communities in the process of research and data collection can reveal to them factors that contribute to lower enrollment and attendance, and poor academic performance in their schools.

Parents are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive at classrooms on time and perform effectively in the classrooms. Parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming the core agent of the education delivery. In Madagascar, the report noted for example, where Government investments at the primary level have been extremely low, parents and communities contribute money, labour and materials (World Bank 2004). The absence of government support leaves the school infrastructure, equipment, and pupil supplies to the parents and the community. As a result, community and parents are in the center in keeping the schools going (World Bank, 2004).

Goldring, (1994); Colleta and Perkins, (1995) argued that communities' and parents' involvement helps provide curriculums and learning materials that reflect children's everyday lives in society. When children use textbooks and other materials that illustrate their own lives in their community, they can easily associate what they are learning with what they have already known. Goldring (1994) cited examples in Papua New Guinea, where community schools set the goal to link the culture of the pupils' home community with the culture of the school. Accordingly, the schools consider the community as the center of learning as well as the focus of education. As a result, the community schools have become central to the national curriculum development which enables community life, such as festivals, customs, musical instruments, and local business activities, to be reflected in the curriculum (Goldring, 1994).

2.4 Areas of Community Participation

Researchers have identified various forms of community leaders' participation in school development. This support for education takes a large numbers of monetary forms. Monetary support includes fees, levies and fundraising activities. These can be intended to meet a short fall in recurrent public financing, for example, by purchasing computers, teaching aid and sometimes supplementing teachers' salaries or construction of classrooms. Non-monetary support is especially important component of community-based education in rural Africa, where the cash economy is typically small income irregular unpredictable and the isolation of communities means that many management decision must be taken at the school level (Watt. 2001) notes further" community

participation in school management in Africa has taken many forms, at its most limited, it involves an advisory or consultative role on the school committee”.

Williams, cited in Watt (2001), broadly, grouped community support for education into three principal areas of activity. These are; support for the instructional program, school management and contribution to school resources.

Chiefs and other community leaders’ advocacy educate their members to actively involve themselves in the instructional program of schools. This is often over looked as a form of community participation in education, but it can be crucial to improving participation and learning outcomes where communities are able to provide formal support by volunteering as teachers’ assistants or after school tutors. Supports for the instructional program can be firmly mobilized through school committees and parents association which organize extra-curricular activities provide links between schooling and work, assist teachers for example to prepare teaching aids and encourage parents to help children with homework. (Lockheed & Vesspoor, 1991).

The capacity of communities to provide this kind of support varies widely. One major challenge is that poor communities with low levels of education attainment often lack the time, confidence, and skills to provide formal support to the instructional program. Also, efforts to involve communities in the learning process will depend on the cooperation of the school staff, which may not be forthcoming if teachers feel their professional status may be threatened or regard community involvement as an “intrusion”. Teachers must therefore be assured that the community teachers must therefore be assured that community involvement is designed to assist and complement rather than substitute for teacher (Watt, 2001).

Where the capacity of the community to participate in the instructional program is limited, it can still play a crucial role in improving learning outcomes through more informal channels. Perhaps the single most important contribution communities can make to improve school effectiveness is providing and creating a home and community environment conducive enough to reinforce the work of the school. Practically chiefs, assemblymen and the women unit committees, parents can ensure that their children attend school on time, eat in the morning before lessons begin and provide time and space for children to study in the home (Lockheed Vesspoor, 1991). Taken together, these relative simple forms of community participation can have critical bearing in learning outcomes, by improving their mental alertness and by making children and teachers feel that what happens in the school is valued actively followed by the community.

Williams (2011) cited in Watt (2001) also identified school management as a form of community participation in education. Until recently most African countries reversed education management responsibilities for the government. Community management can be an important building block in creating a sense of ownership of schools and has practical benefits for poor communities, who may be unable to make additional financial contributions to education, but being given greater decision making power over the school. In Africa, this has taken a number of forms. At its most limited, community participation in school management involves an advisory or consultative role on the school committee which has a representative from the chief.

Community participation in school management has become necessary because of lack of government administrative and management capacity. Community based school

management is often less skill intensive and more cost effective than existing centralized approaches.

The effort improve leader accountability to the community they serve has resulted in some countries given communities direct control over recruitment of teachers; while in other countries this remained the responsibilities of local or central government as it is the case in Ghana, but the community is given an enlarged oversight role. Another management role that communities can perform is development of school improvement plans. These are designed to give communities greater freedom to identify their own needs and priorities. These are often decisions best taken at the community level, where needs can be identified more accurately. In some countries and some communities, in Sekyere and some communities, in Sekyere Central, communities have participated in school management by providing expertise in areas such as account keeping and learning evaluations.

Another area is contribution to school resources which has been identified as the most common form of participation community in education. The principal rationale for community contribution towards the cost of school is financially under cured by the fact government is unable to single handedly fund education. A further rationale for community contribution to school resources is that it promotes accountability and increase community legitimacy to exercise control over their own school. Additional financing of education are typically contributed only by households with children enrolled in school coming in the form of user fees or charges. Community financing on alternative to user fees, draws on the support of the wider community, not just the parents who have a direct stake in the school. It also implies more active support the user fees tend to involve

contributions of time and effort in addition to money (Cornia, Jolly and Stewards, cited in Watt, 2001).

Community financing of education takes two main form: they are financial contributions in the form of official and unofficial fees and levies decided by the government, community leaders, and teachers, and usually direct income from user fees; and the second one which is the money rose from fund raising activities, community financing is a preferred option in the rural areas, where communities are more cohesive and identifiable and easier to mobilize. In contrast, user fees may be more appropriate in urban communities, where the opportunity cost of in-kind contributions are higher support from the under community is more difficult to mobilize, and incomes are larger and more predictable. Bray, cited in Watt (2001), noted that contributions to school resource can take two main forms in-kind as well as financial support. In-kind supports includes labour for activities such as school contribution and work by students on the school plot and can cover building materials for school construction, or food. For example in Madagascar schools have attempted to broaden access by accepting in-kind payments of rice, while in Botswana cattle have been contributed in some areas. In-kind contributions have clear advantages for cash-poor communities, as well as captioning resources that would not otherwise be used be used to meet educational goals.

2.5 Levels of community participation in education

The term “participation and education delivery” can be interpreted in various ways, depending on the context. Shaeffer (1994) clarifies different levels of participation, and provides seven possible definitions of the term in education delivery, including

involvement through: the mere use of a service (such as enrolling children in school or using a primary health care facility), the contribution (or extraction) of money, materials, and labor, ‘attendance’(e.g. at parents’ meetings at school), implying passive acceptance of decisions made by others, consultation on a particular issue, participation in the delivery of a service, often as a partner with other actors, participation as implementers of delegated powers; and participation in “real decision making at every stage,” including identification of problems, the study of feasibility, planning, implementation, and evaluation (p. 23).

Shaeffer (1994) stresses that the first four definitions use the word involvement and connote largely passive collaboration, whereas the last three items use the word participation instead, implying a much more active role. Shaeffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector. These have been categorized into four major groups with their respective activities to help in the determination and analysis of various stakeholders’ levels of participation in education delivery:

Ensuring regular attendance; Ensuring stay and completion; Advocating enrollment; Offering education benefits; Advocating girls education; Identifying factors contributing to educational problems such as low; enrollment, high repetition and dropouts.

Boosting moral of school staff; Supporting teachers; Attending school meetings to learn about children learning progress; Providing skill instruction; Helping children with studying; Garnering more teaching and learning resources; Preparing children

readiness for school, by providing them with adequate materials and stimuli for cognitive development.

Providing accommodation and security for teachers; Making decision about school location and schedules; Contributing in labour, materials, land and funds; Constructing, repairing and improving school facilities.

Raising money for school activities; Monitoring and following up on teachers attendance and performance; Forming village education committees to manage schools; Scheduling school calendars; Handling the budget to operate school (Shaeffer, 1994).

Cavaye (2010) describes community participation as being like “onion rings”. At the center of the “core” of community efforts, there is a small number of highly committed and motivated people. Around the “core” these are the people who get involved in the activities organized by the core and provide the support to the core’s initiatives, these are known as “participant”. In the third ring, there are the “observers”, these are the people who normally watch and /or critically monitor the progress of the activities and initiatives developed by the “core” and supported by the “participants”. Although “observers” might have interest and they do not yet become actively involved. Around the “observers”, there is a larger circle that consisted of the people that are “aware” of the activities organized and taken place in the community but are not interested to participate in such programs or activities. The last circle is constituted by the people in the community that are not aware of any of the activities or programs happening in their community.

Measuring Community Participation

Community participation in research is hypothesized to increase the potential for designing, implementing and sustaining interventions that better fits community needs (Israel, Schulz, Parker & Becker, 2001), enhance community capacity (Minkler, Vasquez, Tajik, & Peterson, 2008), and lead to policy changes (Cook, 2008). Despite increasing interest in the use of Community-Based Participatory Research (CBPR) (Viswanathan, Amerman & Eng, 2004) and Community-Partnered Participatory Research (CPPR) (Jones, Koegel, & Wells, 2008) approaches, validated measures of the extent of community partners' participation in various educational development initiatives have yet to be developed. Without high quality measures, it is impossible to empirically ascertain the value and impact of active community engagement in education delivery (Wallerstein, 2002).

In their article on "Measuring Community Participation in Research" Mikesell, Bromley, and Khodyakov (2013) offered two new approaches to Participants; Not aware; Aware; Observers and Core measuring community participation in research: a nominal-level measure suitable for either self-administered survey or an interview protocol and a set of items best fielded as close-ended items in a survey or interview. They argued that the three-model approach has high face validity and provides a simple description of the perception of community participation in research activities and offers a framework for asking additional, open-ended questions about how community partners are engaged in educational activities. They however, conceded that though useful for uncovering complexity of community participation, such as identifying the difference in community and academic perspectives and illustrating how community stakeholders' roles change as

the project evolves, the three-model approach may not be the best choice for capturing, and assigning numeric values to multiple dimensions of community engagement, which suggests that it may suffer from low level of content validity. Therefore, for the purposes of quantifying the extent of community participation in this study, these approaches would be suitable especially, since several activities and multiple partners are required to participate in the survey. Instructions for respondents would indicate simply taking part in a meeting/communal labour or being a member of a group and performing any school related activities (Green & Fletcher, 2003). It is widely recognized that measuring these subjects is not straightforward and the methodology employed in surveys plays a part in influencing the levels of involvement.

Interpreting data from different surveys and sources needs an awareness and understanding of how different approaches and variations in questioning techniques may influence responses. Thus, without adopting the desired approaches or methodologies appropriate or desired responses may not be obtain.

2.6 Factors that Hinder Community Participation in Basic School Development

Involving community leadership in education delivery requires facing and tackling a number challenges. In attempts to understand factors that prevent community leaders from being involved in formal education Williams (2011) found that the extent to which traditional leaders participate in education is particularly low in areas or regions where the local economy is socially and economically marginalized. This is because such regions tend to have the following elements; (a) a lack of appreciation of the overall objectives of education; (b) a mismatch between what traditional or community leaders

expect of education and what the school is seen as providing: (c) the belief that education is essentially the task of the state; (d) the length of time required to realize the benefits of better schooling and (e) ignorance of the structure, functions, and constraints of the school.

Kouzes and Postner (2012) stated that not all leaders are willing to get involved in school activities. Some have had negative schooling experiences themselves, some are illiterate and do not feel comfortable talking to teachers, and getting involved in any kind of school activities. They feel they do not have control over the school issue since the schools are established and controlled by the government. Pena (1995) reveals that even through the community leader valued education and had a positive regard for the teachers, they were suspicious about the government.

Kumar and Corbridge (2002) observe that the perception that local people lack sufficient knowledge and skills to take control of projects is a major challenge affecting local people's involvement in the education planning process. This assertion is supported by Harriet, Anin, and Yussif, (2013) when they reported that low knowledge level and poor flow of information account for the low involvement and participation of stakeholders at the local level. Furthermore, local government officials felt threatened by the empowerment of the local steering committee, and accused them of being agents of political parties and thus hinders full commitment and participation from the local people (Wilcox, 2002; Addae-Boahene, 2007). Also the "notions of local empowerment according to Wilcox, (2002) ran contrary to the "elite mentality" of local officials, possibly inherited from the colonial past, who see the rural populace as primitive and lacking initiative to make productive contribution to education planning processes. Baku

and Agyemang (2002) are of the view that the main problem inhibiting community participation in education delivery in our local communities are: wrong timing of SMC/PTA meetings; responsibilities assigned to the communities by government being beyond the capability of the communities; failure on the part of education authorities to share information and general lukewarm attitude of the local people arising from loss of interest toward participating in the planning process.

Kolkman, Kok and van der Veen (2005) opined that differences in levels of knowledge between local citizens and government officials lead to mistrust and marginalization which affects local community participation. Language barrier is another factor that inhibits local participation. When the government representative and the local people do not speak the same language, the local people usually are excluded from participating in decision making (Kolkman et al., 2005; Addae-Boahene, 2007). Mosse (2001) cited lack of organized structures at the community level, poor communication between government agencies and local community; 'bureaucratic red tape' especially where more than one government agency are involved, lack of or inadequate mobilization and participatory skills, and extension officers often considered as strangers by local people as factors that inhibit local community participation.

Addae-Boahene (2007) argues that there are several factors which impact the nature and quality of stakeholders' participation within a service delivery organization. These factors include participation style, relationship, information sharing and interaction. There is a perception that stakeholders with reactive approach to planning processes gives sign of poor relationship between the community and the implementing agency. Local stakeholders with negative relationship with other stakeholders participate

less frequently and to a lesser extent as compared to a stakeholder with positive relationship. Therefore ensuring positive relationship with all stakeholders during project planning and implementation is very crucial (Mansuri & Rao, 2003; International Association for Public Participation, 2006).

Moreso, much emphasis on formal communication, such as written documentation in a specific format during project planning and implementation leads to participation challenges among stakeholders. On the other hand, informal communication strategies such as face-to-face communication and sketching lower overall complexity and cost and often improve time to advertise or share ideas. For this reason, it is imperative to balance formal and informal communication strategies to ensure effective participation and involvement of local stakeholders. Where the implementation agency is co-located within the other stakeholders, it becomes much easier for them to interact regularly and actively but as the agency become more geographically distributed, the chances of project success decreases (Mansuri & Rao 2003; Chambers, 2005; World Bank, 2006).

2.7 Factors that promote Community leaders Participation in School Development

According to Watt (2001), demand is a necessary condition for a successful community participation in education. Unless communities have a clear desire for change and strong incentives to support the school, the response to community-based education program will likely be weak. Community leaders support education in order to achieve an objective that would not be met without their involvement. This posits once again a rational perspective to participation. People coordinate actions to reach an

agreement and base for judging what reasonable choices are. The biggest incentives for communities is that promise of a better education, which at the local level usually means an accessible and affordable school, staffed with adequate materials leading to the acquisition of valued knowledge skills, what makes an effective school (emphasized) in perception of parents, thus constitute a major barrier or participate. In poor and rural communities where the average education level is low, and where the teaching process in the classroom is often invisible and little understand, and community members rely on others to inform them of many of the problems facing the school, this can greatly affect participation. Chiefs and other leaders may be able to provide additional support to the local school but be unwilling to do so, typically because the cost of support outweighs the benefits. This may be because the community views education as inappropriate for some, if not all children, what makes an effective school as well as wiliness on the part of communities. Also, Watt (2001) observes that concerted capacity buildings support of other education stakeholders, especially teachers and government; timely and free flows of information are needed before communities can play a more active educational role.

Another factors that enhances community participation in education is that communities must be able to identify accept and enforce basic rules governing their support for the school and have a minimum level of skills, knowledge and leadership to follow through its commitment. Where communities cannot identify common interest or needs; or where there is distrust about the leadership, support might not be forth coming. For example, in Ghana, although parents are expected to play more active role in school management under the school management committee and the Parents Teacher Association, many continue to see their role as providing supplementary financial support

only. This is partly due to the fact that they see their role as providing supplementary financial support only, this is partly due to some confusion between the role of the PTAs and SMCs and partly because teachers do not always welcome parental “intrusions” (World Bank, 1996, p8).

Information flow between schools and communities is equally an important factor to successful community participation. The extent to which school authorities make available to communities the problem and needs of the school, underpins the form and level of support the community can offer. In this regard leadership plays a very important role in communities the problems of the school to the community. This is buttressed further in a document by educational research network for west and Central Africa. The document notes that factors that have a positive influence on community participation include; communities perception of the usefulness of their participation; the existence of organized groups in the community and the quality of their leadership; communication between the ministry of education and the communities and between members of the teaching staff and members of the community; the degree to which members of the community are made aware of their educational responsibilities and the degree of encouragement and support given to school-related community initiatives.

2.8 School Management Committee (SMC)

School Management Committee (SMC) is one of the various interventions introduced to promote effective community participation and involvement in the education delivery system. The SMC is one of the school-community based institutions designated under the Ghana Education Service Act of 1995. The establishment of SMCs

is a national requirement in all public basic schools and has been in all basic school since 1995. This committee unlike PTA is composed of the immediate stakeholders of the school in the community. This aims at fostering effective community participation and mobilization for efficient education provision and delivery. Thus, it is regarded as the basic education counterpart of Board of Governors in second cycle schools. This joint body represents the entire school community of a particular school. Addae-Boahene and Akorful (1999) have outlined the composition of the SMC as follows: The District Director of Education or his / her representative; The headteacher or headmistress of the school; District Assembly Representative (usually Assembly person of the school area); Representative appointed by an educational Unit if the school is affiliated to a religious body; Representative appointed by the chief of the town / village; Two members appointed by the teaching staff, one from the primary and one from the JSS; A representative of the old students Association; A representative of the PTA and Any co-opted members to perform special functions (optimal)

2.9 Strategic Initiatives to Improve Basic Education Delivery in Ghana

Two policy initiatives stand out in the recent attempt to achieve universal basic education in Ghana. The first is the push for education decentralization and management, and the second is the introduction of capitation grants.

The 1951 ADP provided the foundations for decentralized educational management in Ghana by making local councils responsible for the provision and maintenance of educational facilities, while central government took responsibility for teachers' salaries. The decentralization process was further strengthened by the Education

Act of 1961, which reaffirmed control and management of education at the local level to local councils. However, poor managerial capacity and the weak financial resource base of the local councils appear to have undermined the decentralization process. Both the 1987 Reform and the 1992 Constitutional Provision reechoed and reemphasized the need for decentralization. Consequently, the Ghana Education Service (GES) in 1998 started a process of de-concentration of pre-tertiary education management by shifting some of its responsibilities and powers in the management of resources, services and staff to district and school levels (Ghana Education Service, 2011).

Basically, decentralization of education is intended to improve the operational efficiency and promote a more responsive approach to education service delivery at the district, community and school level. In line with the expanded mandate under the decentralization process, emphasis shifted to increasing budget lines and budget shares of the district education office and as a part of the Education Strategic Plan implementation process, districts were mandated to prepare District Education Work Plans (DEWP) reflecting projections and targets up to 2015. Districts are also expected to prepare 3-year Annual District Education Operational Plans (ADEOP) to inform the preparation of district budgets. In some quarters, there is concern that decentralizing education provision is happening too quickly and can reinforce disparities and inequities between districts. Districts which lack the required human resource capabilities may find it difficult to tackle problems of access and quality of basic education. Already, there is evidence that decentralization may be contributing to disparities in the quality of public basic schools with implications for access (Ghana Education Service, 2011).

World Bank's (2009) evaluation report indicated that Schools in wealthier districts will benefit from both higher levels of district support and higher parental contributions, resulting in discrepancies in resource availability. The worst resourced schools are 'bush schools', that is, schools in off-road rural communities. Such schools have difficulty in attracting qualified teachers, and parents who are there can hardly afford any cash contributions. There is growing dichotomy within the public sector between these schools and those of relatively more affluent parents in urban areas (World Bank, 2009).

The categorization of deprived districts according to objective criteria which define deprivation of educational facilities provides a mechanism for identifying needs to be addressed to correct imbalances. Rural communities are usually placed at some considerable disadvantage when it comes to assuming greater responsibility for contributing and managing education service provision. If education decentralization is to become an effective vehicle for improving access and performance in public basic education, then there needs to be credible plans that ensure that deprived districts would have the requisite resources and manpower to achieve desirable educational outputs, example, high enrollments and better completion rates (World Bank, 2009).

2.10 Ways of Improving Community Participation

Various authors have suggested various approaches of enhancing community participation in a project/education delivery. Addae-Boahene (2007) asserts that where local people are involved in decision-making at all stages of a project cycle, participation then becomes high and the best results follow and the opposite is true. Ameyaw-Akumfi

(2001) as cited in Addae-Boahene, (2007) indicated that most of the basic schools in Ghana were initiated by communities, which willingly recruits teachers and provided places of learning for their children. Most of these schools were later absorbed into the public system and the management and control of these schools then shifted to central government authorities with minimum community participation. This shift in the management and control of education delivery affected, to a large extent, the local community commitment and involvement in quality basic education delivery system. For example the SMC had a legal backing based on Ghana Education Service Act, 1995 in exercising their responsibilities within the school system.

Also, the 1987 Education Reform made provision towards community ownership of basic schools within a locality. It recognized provision of basic education as a joint venture between government and the communities where government provides curriculum materials, equipment, teachers, supervision and management. School Management Committee/Parent Teacher Association on their part donate or provide educational infrastructure, contributes to the teaching and learning process as resource persons and ensures access to education through registration of births, determination of the school-age population, moral persuasion or compulsion to get children enrolled, and imposed fines on defaulters.

Heck (2003) indicates that self-formed and self-run groups and organizations approach is appropriate for full participation leading to empowerment of the poor. Other approach of ensuring community participation is the use of extension staff, community development and decentralized planning approaches. Government departments' or ministries' field staff or extension staff whose primary role is to provide a link between

policy makers and the local people are used to achieve effective participation in planning and implementation of various projects including education related projects. They provide information about the needs of local areas, conduct impact assessment, mobilize local people and create awareness about roles and responsibilities, explain project planning and implementation, and assist in the implementation of projects (Heck, 2003). Other strategies and interventions such as training of teachers, SMCs, PTAs and Unit Committee members on their roles and responsibilities and participatory approaches such as community drama, education forum, town meetings, reviews and updates, and public hearings among others to encourage and promote participation (Addae-Boahene, 2007). These impacts on participatory governance, participatory management, participatory planning, school performance monitoring, networking and coalition building, resource mobilization, advocacy, and district authorities' responsiveness to education needs of citizens (Berends, 2009; World Bank, 2006; Gwang-Chol, 2006).

Duflo, Dupas, and Kremer (2012) found that contract teachers who were hired by school committees raised student test scores and that providing training for parents reduced rent seeking of centrally-hired civil service teachers in Kenya. Das, Stefan, Habyarimana, Krishnan, and Muralidharan, (2013) found that providing grants to schools increased new student enrollment and improved school resources, although there was no impact on student test scores. Galiani, Sebastian, Gertler and Schargrotsky (2008) have shown that providing school grants and training for school committee members has limited or no impact, but that additional interventions such as the democratic election of committee members, and the facilitation of meetings between the school committee and the village authorities generate positive effects on student learning. These results show

that grant giving and training have limited or no effects, but that linkage and elections have positive effects on student learning. In Gambia, Blimpo, Evans, and Lahire (2014) found that comprehensive stakeholder training combined with school grants reduced student and teacher absence, and improved student learning in villages with high literacy, while it had the opposite results on learning in villages with low literacy. Betancourt (2009) argued that people will participate if we make it easy for them to participate.

Meetings must be schedule at convenient time for community members to attend. One must create multiple entry points and ways for people to get the chance to contribute to education delivery in their area. Thus, multiple measures have to be strategically adopted in our effort to enhancing community participation in education delivery.

2.11 Summary of Literature review

Literature was reviewed on issues that were related to the subject under study including concept of community participation; Concept of community participation, Forms and levels of community participation in education, Importance of community participation in education, Other Areas of Community Participation, Factors that Hinder Community Participation in Basic School Development, Factors that promote Community leaders Participation in Educational Development, Ways of Improving Community Participation in Education Delivery, Strategies of Participation in Ghana and Strategic Initiatives to Improve Basic Education Delivery in Ghana.

The literature revealed that the local community ensures students attendance to school, identify factors contributing to educational problems, booting morale of school staff and helping students in their studies among others. Some of the challenges the

literature revealed were wrong timing of SMC/PTA meetings, language barrier, failure of educational authorities to share information and lack of trust between school authorities and local community. The literature also revealed that ways of improving community participation in basic school development were inclusion of local community in decision making process, scheduling of meeting at convenient time, training of teachers and SMC/PTA on their roles and responsibilities, and existence of organized groups with quality leadership in the community among others.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter presents the methodology of the study which includes, the research design, study area, population, sample and sampling techniques, data collection instrument, validity and reliability of the instrument, data collection procedure, data analysis plan and ethical consideration.

3.1 Research Design

Research design is the plan that describes how, when and where data are to be collected and analyzed (Creswell, 2007). It is the plan to carry out a study with maximum control over factors that may interfere with the validity of the findings (Creswell, 2007). A descriptive survey design using the quantitative research approach was adopted for the study. The design enabled the researcher to select a sample from the different working environment to reflect that of the larger population to gather information for the study (White, 2005).

The researcher aimed at collecting information from the respondents on their opinions in relations to their knowledge, attitudes and their involvement and participation in basic school development. The strength for using the descriptive design is that it provides researchers with a lot of information from various respondents and the data collected are easy to analyze (Creswell, 2007). A weakness of descriptive survey design is how to retrieve all questionnaires distributed to respondents.

3.2 Population of the Study

Creswell (2009) defines population as a group of individuals or people with the same characteristics and in whom the researcher is interested. Population is also the complete set of subjects that can be studied: people, objects, animals, plants, organizations from which a sample may be obtained (Kusi, 2012). Statistics from the District directorate of Education indicated that there were 122 PTA/SMC executives in the 10 public Junior High Schools at Beposo Circuit of the Sekyere Central District.

The target population for the study was all School Management Committee executives (SMCs) and Parent Teacher Association executives (PTAs). All Junior High Schools at Beposo Circuit of the Sekyere Central District were used in the study. The accessible population was 122 comprising 68 School Management Committee executives (SMCs) and 54 Parent Teacher Associations executives (PTAs) in the 10 Junior High Schools at Beposo Circuit of the Sekyere Central District.

3.3 Sample and Sampling Techniques

According to Gall and Borg (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research.

The researcher used purposive sampling technique to select the schools and all 122 community leaders. In purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2007). A total of 122 respondents formed the sample size for the study.

3.4 Data Collection Instrument

The researchers made use of questionnaire with closed ended items to obtain information from respondents. This is because the instrument can be used for large population simultaneously and can also provide the investigator with an easy accumulation of data (Kusi, 2012).

The structured questionnaire consisted of four sections. Section A demanded responses on background information of respondents, section B dealt with the level of community involvement in basic schools development; section C sought respondent's views on factors that impede community participation in basic schools development while section D covered measures to improve community participation in basic school development. The questionnaire was designed from the literature.

3.5 Validity of the Instrument

Validity is the degree to which an instrument measures what it is supposed to be measuring. Thus, the validity of an instrument is the accuracy to which items fulfill the function it was designed to fulfill (Bell, 2008). The validity of the instrument was ensured as the researcher submitted the designed questionnaire to the academic supervisor for the necessary corrections and alterations to be made before it was finally administered to the respondents. The ambiguities items in the questionnaire were either revised or deleted. The supervisor found out whether the items on the questionnaire covered all the research questions.

3.6 Pilot-testing

Bell (2008) posited that the purpose for piloting instrument is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate. The questionnaire was administered to 30 respondents selected randomly in junior high schools at Nsuta Circuit which was outside the study area but has similar characteristics as the area under study. Cronbach Alpha was used to analyse data from the pilot test and, 0.83 alpha coefficient was achieved which meant that the instrument was highly reliable. The pilot-testing enabled the researcher to make the necessary changes to the items which were inappropriate and ambiguous.

3.7 Data Collection Procedure

The researcher submitted an introductory letter from the head of educational leadership department to seek permission from the Sekyere Central District Director of Education which was given. The researcher afterwards visited the study schools to brief the head teachers and assistants about the purpose and objectives of the study. The researcher also met the community leaders at the community centre. Genial relationship was established between the researcher and the head teachers and assistants, community leaders to make respondents feel at ease in responding to the questionnaires. The questionnaire was thereafter administered to all the respondents. The researcher was present to explain items which were not clear to the respondents. The respondents were

given two weeks to complete the questionnaire before collection. The researcher achieved a 100% return rate of the entire questionnaire distributed.

3.8 Data Analysis Plan

The data was cleaned edited to eliminate inconsistencies with the aim of identifying mistakes and errors which may have been made. The data were computed using the Statistical Package for Social Sciences (SPSS) version 20.0. The data collected were analyzed using descriptive statistics such as percentages and frequencies to answer all the research questions.

3.9 Ethical Considerations

Ethical issues were addressed as a requirement for a research study. The researcher explained the purpose of the study to the respondents. The respondents were not in any way forced to respond to the questionnaire, they did that on their own wish. Problems of plagiarism were addressed by acknowledging all sources of information appropriately. The confidentiality of the information collected through the questionnaire was assured as the information was used for academic purposes only. The anonymity of the respondents was also assured as respondents names were excluded on the questionnaire.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the results of field data on community participation in Basic School development at Sekyere Central District of Ashanti Region of Ghana. Data were gathered from SMC/PTA executives, school heads and their assistants, totaling 128 for the study. Results from the data were analyzed with the help of frequencies and percentages. Results were presented according to the research questions. The chapter is presented under four headings which include:

1. Demographic characteristics of respondents
2. Level of community involvement in basic schools development
3. Factors that impede community participation in basic schools development
4. Measures to improve community participation in basic school development.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents of the study which included the gender, age, highest educational qualifications and teaching experience were analyzed. These were required to enable the researcher to know the kind of respondents who were used in the study. The first part of the analysis concerns gender of respondents for the study. This is presented in Table 1.

Table 1 Gender of Respondents

| Variable | Frequency | Percentage (%) |
|----------|-----------|----------------|
| Male | 68 | 56 |
| Female | 54 | 44 |
| Total | 122 | 100 |

Source: Field Data, 2021

Table 1 showed that 56% of the respondents were males while 44% of the respondents were females. The result implies that majority of the respondents were males.

Highest Educational Qualification

The highest educational qualification of respondents was also analyzed. This was to find out the educational attainment of respondents. Table 2 presents the results.

Table 2: Highest Educational Qualification

| Qualification | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Diploma | 62 | 51 |
| Bachelor's Degree | 35 | 29 |
| Master's Degree | 25 | 20 |
| Total | 122 | 100 |

Source: Field Data, 2021

Table 2 indicated that 51% of the respondents were Diplomates. About 29% of the respondents were holders of the Bachelor's Degree while 20% of the respondents had

Master's Degree. The result implies that majority of the respondents were Diplomates who had the requisite qualification and knowledgeable to give rich information for the study.

Occupation of Respondents

Occupation of Respondents was analyzed to find out what work respondents were engaged in. Table 3 depicts the results.

Table 3: Occupation of Respondents

| Occupation | Frequency | Percentage (%) |
|------------------|-----------|----------------|
| Civil service | 66 | 54 |
| Self Employed | 39 | 32 |
| Security service | 17 | 14 |
| Total | 122 | 100 |

Source: Field Data, 2021

Table 3 shows that, 54% of the respondents were in the civil service, 32% of the respondents were in the self-employed while 14% of the respondents were in the security services. The result means that majority of the respondents were in the civil service.

4.2 Analysis of Main data

Research Question 1: Which areas are community leaders involved in basic schools development at Sekyere Central District?

Opinions on areas are community leaders involved in basic schools development were elicited from respondents. The respondents were asked to indicate their agreement or disagreement with the statements. The results are shown in Table 4.

Table 4: Areas of involvement

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | |
|--|----------------|----|----------|----|----------|----|-------------------|----|-------|-----|
| | Agree | | Disagree | | Disagree | | Disagree | | Total | |
| | N | % | N | % | N | % | N | % | N | % |
| Provide land for school project | 52 | 43 | 38 | 31 | 20 | 16 | 12 | 10 | 122 | 100 |
| Repair school facilities | 50 | 41 | 38 | 31 | 22 | 18 | 12 | 10 | 122 | 100 |
| Provide teaching and learning materials for school | 52 | 43 | 36 | 29 | 34 | 28 | - | - | 122 | 100 |
| Provide accommodation for teachers | 58 | 47 | 34 | 28 | 30 | 25 | - | - | 122 | 100 |
| Providing additional funds for school activities | 46 | 38 | 38 | 31 | 30 | 35 | 8 | 6 | 122 | 100 |

Source: Field Data, 2021

Table 4 showed that 43% majority of the respondents strongly agreed that community leaders provided land for school projects and 31% of the respondents agreed. Over 16% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that community leaders contributing in labour and land acquisition. Baku and Agyemang (2002) posited that PTA/SMC help in providing land for the development of the schools.

Over 41% majority of the respondents strongly agreed that community leaders helped in repairing school facilities and 31% of the respondents agreed. About 18% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that community leaders help to repair school facilities. Baku and Agyemang (2002) indicated that community leaders help in repairing school facilities.

Again, 43% majority of the respondents strongly agreed that community leaders helped in providing teaching and learning materials, 29% of the respondents agreed while

28% of the respondents disagreed. The result implies that community leaders help in providing teaching and learning materials for school. Baku and Agyemang (2002) postulated that the PTA helps in raising funds to provide the school with teaching and learning materials.

Besides 47% majority of the respondents strongly agreed that community leaders helped in providing accommodation for teachers, 28% of the respondents agreed while 25% of the respondents disagreed. The result implies that community leaders help in providing accommodation for teachers. Baku and Agyemang (2002) posited that PTA/SMC help in providing school infrastructure including accommodation for teachers.

Finally, 38% majority of the respondents strongly agreed that community leaders helped in providing additional funds for school activities, and 31% of the respondents agreed. About 35% of the respondents disagreed while only 6% of the respondents strongly disagreed. The result implies that community leaders help in providing additional funds for school activities. Baku and Agyemang (2002) stated that the PTA/SMC assists in raising funds to address some of the basic needs of the school such as providing furniture, classroom blocks, sports equipment, lighting system and other amenities.

Research Question 2: What factors impede community participation in basic schools development at Sekyere Central District?

Opinions of factors that impede community participation in basic schools development were elicited from respondents. The respondents were asked to indicate their agreement or disagreement with the statements. The results are shown in Table 5.

Table 5: Factors that Impede Community Participation in Basic Schools**Development**

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | |
|---|------------------------|----|-------|----|----------|----|-------------------|----|-------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| | Political interference | 76 | 62 | 46 | 38 | - | - | - | - | 122 |
| In adequate mobilization and participatory skills | 48 | 39 | 44 | 36 | 30 | 25 | - | - | 122 | 100 |
| Loss of interest in community participation | 52 | 43 | 42 | 34 | 28 | 23 | - | - | 122 | 100 |
| Lack of trust between school authorities and community | 52 | 43 | 44 | 36 | 14 | 11 | 12 | 10 | 122 | 100 |
| Exclusion of community members in decision making process | 48 | 39 | 46 | 38 | 18 | 15 | 10 | 8 | 122 | 100 |
| Poor communication between the school and community | 52 | 43 | 46 | 38 | 16 | 13 | 8 | 6 | 122 | 100 |
| Unhealthy relationship between local community and school authorities | 50 | 41 | 46 | 38 | 26 | 21 | - | - | 122 | 100 |
| The belief that educational development is the task of government | 70 | 57 | 52 | 43 | - | - | - | - | 122 | 100 |

Source: Field Data, 2021

Table 5 indicated that 62% majority of the respondents strongly agreed that political interference impeded community participation in basic school development while 38% of the respondents agreed. The result means that political interference is impedes community participation in basic school development. Wilcox (2002) and Addae-Boahene (2007) indicated that local government officials fell threatened by the empowerment of the local steering committee, and accused them of being agents of

political parties and thus hinders full commitment and participation from the local people (Wilcox, 2002; Addae-Boahene, 2007).

Over 39% majority of the respondents strongly agreed that inadequate mobilization and participatory skills impeded community participation in basic school development, 36% of the respondents agreed while 25% of the respondents disagreed. The result means that inadequate mobilization and participatory skills impedes community participation in basic school development. Mosse (2001) indicated that lack of or inadequate mobilization and participatory skills also account for poor community participation in school development.

Also, 43% majority of the respondents strongly agreed that loss of interest in community participation impeded community participation in basic school development, 34% of the respondents agreed while 23% of the respondents disagreed. The result means that loss of interest in community participation impedes community participation in basic school development. Baku and Agyemang (2002) are of the view that the main problem inhibiting community participation in education delivery in our local communities include general lukewarm attitude of the local people arising from loss of interest toward participating in the planning process.

Again, 43% majority of the respondents strongly agreed that lack of trust between school authorities and community impeded community participation in basic school development, 36% of the respondents agreed. Over 11% of the respondents disagreed while only 10% of the respondents strongly disagreed. The result means that lack of trust between school authorities and community impedes community participation in basic school development. Kolkman, Kok and van der Veen (2005) opined that differences in

levels of knowledge between local citizens and government officials lead to mistrust and marginalization which affects local community participation.

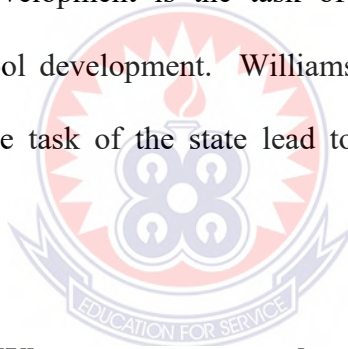
Besides, 39% majority of the respondents strongly agreed that exclusion of community members in decision making process impeded community participation in basic school development and 38% of the respondents agreed. Over 15% of the respondents disagreed while only 8% of the respondents strongly disagreed. The result means that exclusion of community members in decision making process impedes community participation in basic school development. Baku and Agyemang (2002) are of the view that the main problem inhibiting community participation in education delivery in our local communities include failure on the part of education authorities to share information.

Moreover, 43% majority of the respondents strongly agreed that poor communication between the school and community impeded community participation in basic school development and 38% of the respondents agreed. Over 13% of the respondents disagreed while only 6% of the respondents strongly disagreed. The result means that poor communication between the school and community impedes community participation in basic school development. Mosse (2001) cited poor communication between government agencies and local community and lack of or inadequate mobilization and participatory skills. In support, Harriet, Anin, and Yussif, (2013) reported that low knowledge level and poor flow of information account for the low involvement and participation of stakeholders at the local level.

Also, 41% majority of the respondents strongly agreed that unhealthy relationship between local community and school authorities impeded community participation in

basic school development, 38% of the respondents agreed while 21% of the respondents disagreed. The result means that unhealthy relationship between local community and school authorities impedes community participation in basic school development. Addae-Boahene (2007) argues that there are several factors which affect community participation in organizations including poor relationship between the community and the implementing agency.

About 57% majority of the respondents strongly agreed that the belief that educational development is the task of government impede community participation in basic school development while 43% of the respondents agreed. The result means that the belief that educational development is the task of government impedes community participation in basic school development. Williams (2011) stated that the belief that education is essentially the task of the state lead to poor community participation in school development.



Research Question 3: What measures can be adopted to improve community participation in basic school development at Sekyere Central District?

Opinions on measures that can be adopted to improve community participation in basic school development were elicited from respondents. The respondents were asked to indicate their agreement or disagreement with the statements. The results are shown in Table 6.

Table 6: Measures to Improve Community Participation in Basic School

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | |
|--|----------------|----|-------|----|----------|----|-------------------|----|-------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| | | | | | | | | | | |
| Inclusion of community members in school decision making process | 52 | 43 | 38 | 31 | 24 | 20 | 8 | 6 | 122 | 100 |
| Encourage community leaders to support school-related community initiatives | 46 | 38 | 36 | 29 | 28 | 23 | 12 | 10 | 122 | 100 |
| Avoidance of political interference in community participation in school development | 70 | 57 | 52 | 43 | - | - | - | - | 122 | 100 |
| Timely presentation of problems and needs of the school to local community | 52 | 43 | 50 | 41 | 12 | 10 | 8 | 6 | 122 | 100 |
| Scheduling of meetings at convenient times | 50 | 41 | 46 | 38 | 16 | 13 | 10 | 8 | 122 | 100 |
| Effective communication flow between the school and local community | 50 | 41 | 40 | 33 | 20 | 16 | 12 | 10 | 122 | 100 |
| Establishment of trust between the school and local community | 74 | 61 | 48 | 39 | - | - | - | - | 122 | 100 |
| Clear responsibilities of local community | 52 | 43 | 40 | 33 | 22 | 18 | 8 | 6 | 122 | 100 |
| Sensitization of local community to participate in school development | 50 | 41 | 42 | 34 | 18 | 15 | 12 | 10 | 122 | 100 |

Source: Field Data, 2021

Table 6 showed that 43% majority of the respondents strongly agreed that inclusion of community members in school decision making process was one of the

measures to improve community participation in basic school development, 31% of the respondents agreed. About 20% of the respondents disagreed while only 6% of the respondents strongly disagreed. The result means that inclusion of community members in school decision making process participation. Addae-Boahene (2007) asserts that where local people are involved in decision-making at all stages of a project cycle, participation then becomes high and the best results follow and the opposite is true.

Over 38% majority of the respondents strongly agreed that encouragement of community leaders to support school-related community initiatives was one of the measures to improve community participation in basic school development, 39% of the respondents agreed. About 23% of the respondents disagreed while only 10% of the respondents strongly disagreed. The result means that encouragement of community leaders to support school-related community initiatives improve community participation. The World Bank (1996) noted that factors that have a positive influence on community participation include; the degree to which members of the community are made aware of their educational responsibilities and the degree of encouragement and support given to school-related community initiatives.

About 57% majority of the respondents strongly agreed that avoidance of political interference in community participation in school development was one of the measures to improve community participation in basic school development while 43% of the respondents agreed. The result means that avoidance of political interference in community participation improve participation.

Also, 43% majority of the respondents strongly agreed that timely presentation of problems and needs of the school to local community was one of the measures to

improve community participation in basic school development, 41% of the respondents agreed. About 10% of the respondents disagreed while only 6% of the respondents strongly disagreed. The result means that timely presentation of problems and needs of the school to local community improve participation. The World Bank (1996) postulated that information flow between schools and communities is equally an important factor to successful community participation. The extent to which school authorities make available to communities the problem and needs of the school, underpins the form and level of support the community can offer.

Again, 41% majority of the respondents strongly agreed that scheduling of meetings at convenient times was one of the measures to improve community participation in basic school development, 38% of the respondents agreed. About 13% of the respondents disagreed while only 8% of the respondents strongly disagreed. The result means that scheduling of meetings at convenient times improve participation. Betancourt (2009) argued that people will participate if we make it easy for them to participate therefore meetings must be schedule at convenient time for community members to attend.

Besides, 41% majority of the respondents strongly agreed that effective communication between the school and local community was one of the measures to improve community participation in basic school development, 33% of the respondents agreed. About 16% of the respondents disagreed while only 10% of the respondents strongly disagreed. The result means that effective communication between the school and local community improve participation. The World Bank (1996) noted that factors that have a positive influence on community participation include; effective

communication between the ministry of education and the communities and between members of the teaching staff and members of the community.

Also, 61% majority of the respondents strongly agreed that establishment of trust between the school and local community was one of the measures to improve community participation in basic school development while 39% of the respondents agreed. The result means that establishment of trust between the school and local community improves participation. Kolkman, Kok and van der Veen (2005) opined that differences in levels of knowledge between local citizens and government officials lead to mistrust and marginalization which affects local community participation, therefore mutual trust between the school and local community can help to improve community participation.

Again, 43% majority of the respondents strongly agreed that provision of clear responsibilities of local community was one of the measures to improve community participation in basic school development, 33% of the respondents agreed. About 18% of the respondents disagreed while only 6% of the respondents strongly disagreed. The result means that that provision of clear responsibilities of local community improve participation. Addae-Boahene (2007) stated that other strategies and interventions such as training of teachers, SMCs, PTAs and Unit Committee members on their roles and responsibilities and participatory approaches such as community drama, education forum, town meetings, reviews and updates, and public hearings among others to encourage and promote participation.

Over 41% majority of the respondents strongly agreed that sensitization of local community to participate in school development was one of the measures to improve community participation in basic school development, 34% of the respondents agreed.

About 15% of the respondents disagreed while only 10% of the respondents strongly disagreed. The result means that sensitization of local community to participate in school development improve participation.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter comprised the summary of the study findings, conclusions, recommendations of the study and suggestions for further studies.

5.1 Summary of the Study

The purpose of the study was to investigate community participation in Basic School development at Sekyere Central District of Ashanti Region of Ghana. The objectives of the study were to access areas community leaders are involved in basic schools development at Sekyere Central District, identify factors that impedes community participation in basic schools development at Sekyere Central District and to find out measures to improve community participation in basic school development at Sekyere Central District.

Descriptive research design using the quantitative approach was adopted for the study. The target population for the study was all School Management Committee executives (SMCs), Parent Teacher Association executives (PTAs) and all Junior High Schools at Beposo Circuit of the Sekyere Central District. The accessible population was 122 comprising 68 School Management Committee executives (SMCs) and 54 Parent Teacher Associations executives (PTAs) in the 10 Junior High Schools at Beposo Circuit of the Sekyere Central District.

Purposive sampling technique was used to select the schools and all the community leaders. The sample size was 122 respondents. Questionnaire was used to

collect data for the study. The reliability test yielded cronbach alpha of 0.82. The data were analysed using descriptive statistics such as frequencies and percentages.

5.2 Main Findings of the Study

The following findings emerged:

1. On areas community leaders were involved in development of basic schools, the study revealed that community leaders were involved in providing land for school projects, repairing school facilities, providing teaching and learning materials, providing accommodation for teachers, and providing additional funds for school activities.
2. On factors that impeded community participation development of basic schools, the study revealed that political interference, inadequate participatory skills, loss of interest in school programmes, lack of trust between school authorities and community, exclusion of community members in decision making process, lack of communication between the school and community, unhealthy relationship between local community and school authorities and the belief that educational development was the task of government were factors that impeded community participation development of basic school.
3. On measures to improve community participation in the development of basic schools, the revealed that inclusion of community members in school decision making process, encourage community leaders to support school-related community initiatives, avoidance of political interference in community participation in school development, timely presentation of problems and needs of the school to local community, scheduling of meetings at convenient times, effective communication flow between the school and local community, establishment of trust between the school and local community, clear

responsibilities of local community and sensitization of local community to participate in school development were measures to improve community participation development of basic schools

5.3 Conclusions

Based on the findings community leaders were involved in many activities of basic schools in the study area. It is therefore concluded that if community leaders were involved in many activities of basic schools as indicated then it would help to develop basic schools in the at Sekyere Central District for effective teaching and learning.

It is also concluded that because of the various factors that impeded community participation in the development of basic schools, community participation in the development of basic schools would not be as effective as anticipated.

It is also concluded that the measures to improve community participation as revealed by the study, if implemented could help to improve community participation in the development of basic schools.

5.4 Recommendations

1. It is recommended based on the findings that the Sekyere Central District Directorate of education should organize forums to sensitize community leaders on the need for the community to participate fully in the development of basic schools in their communities.
2. The Sekyere Central District Directorate of education should organize training workshops for community leaders and heads of basic schools on factors that

impede community participation in order to address them for effective participation in the development of basic schools in their communities.

3. The Sekyere Central District Directorate of education should entreat heads of basic schools to adopt the measures that could help to improve community participation in the development of basic schools.

5.5 Suggestions for Further Study

The study was conducted to investigate community participation in Basic School development at Sekyere Central District of Ashanti Region of Ghana. Therefore, further study should be conducted in the remaining metro, municipals and districts of the Ashanti Region.



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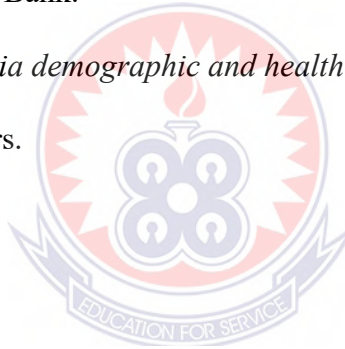
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APPENDIX A

UNIVERSITY OF EDUCATION WINNEBA
DEPARTMENT OF EDUCATIONAL LEADERSHIP
QUESTIONNAIRE FOR COMMUNITY LEADERS

The attached questionnaire seeks information on community participation in Basic School development at Sekyere Central District of Ashanti Region of Ghana. The information that you would give would be used purely for academic purpose in fulfillment of the requirement for the award of Master of Arts degree (M.A) in Educational Leadership. You are therefore assured of confidentiality and anonymity.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please respond to all the questions as frankly as possible.

Please Tick [] the appropriate box for your answer.

1. What is your gender?

a). Male []

b). Female []

2. What is your highest educational qualification?

a). Diploma []

b). Bachelor's Degree []

c). Master's Degree []

3. What is your occupation?

a) Self Employed

b) Civil Service

c) Security Service

SECTION B: LEVEL OF COMMUNITY INVOLVEMENT IN BASIC SCHOOLS

The following are the statements on level of community involvement in basic schools.

Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

| | Statements | 4 | 3 | 2 | 1 |
|---|--|---|---|---|---|
| 5 | Provide land for school projects | | | | |
| 6 | Repair school facilities | | | | |
| 7 | Provide teaching and learning materials | | | | |
| 8 | Provide accommodation for teachers | | | | |
| 9 | Providing additional funds for school activities | | | | |

SECTION C: FACTORS THAT IMPEDE COMMUNITY PARTICIPATION IN BASIC SCHOOLS

The following are the statements on factors that impede community participation in basic schools. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

| | Statements | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|
| 13 | Political interference | | | | |
| 15 | In adequate participatory skills | | | | |
| 16 | Loss of interest in school programmes | | | | |
| 17 | Lack of trust between school authorities and community | | | | |
| 18 | Exclusion of community members in decision making process | | | | |
| 19 | Lack of communication between the school and community | | | | |
| 20 | Unhealthy relationship between local community and school authorities | | | | |
| 21 | The believe that educational development is the task of government | | | | |

SECTION D: MEASURES TO IMPROVE COMMUNITY PARTICIPATION IN BASIC SCHOOL

The following are the statements on measures to improve community participation in basic school. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

| | Statements | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|
| 22 | Inclusion of community members in school decision making process | | | | |
| 23 | Encouragement and support to school-related community initiatives | | | | |
| 24 | Avoidance of political interference in community participation in school development | | | | |
| 25 | Timely presentation of problems and needs of the school to local community | | | | |
| 26 | Scheduling of meetings at convenient times | | | | |
| 27 | Effective communication between the school and local community | | | | |
| 28 | Promotion of trust between the school and local community | | | | |
| 29 | Clear roles and responsibilities of local community | | | | |
| 30 | Sensitization of local community to participate in school development | | | | |
| 31 | Training of PTA, SMC and unit committee on mobilization and participatory skills | | | | |

THANK YOU