

**UNIVERSITY OF EDUCATION, WINNEBA**

**COMMUNITY PARTICIPATION IN EDUCATION PROVISION IN  
BONTRASE CIRCUIT, AWUTU SENYA DISTRICT**



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BONTRASE CIRCUIT, AWUTU SENYA DISTRICT**

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**A thesis in the department of Educational Administration and Management,  
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of the requirements for the award of the degree of  
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## DECLARATION

### Student's Declaration

I, Sarah Essuh – Atsim declare that this dissertation, with the exception of quotations and references contained in published works 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 declare that the preparation and presentation of this dissertation went through my supervision in accordance with the guidelines for the supervision of project as laid down by the University of Education, Winneba.

**Name of Supervisor:** Dr. Hinnah Kusi

**Signature** .....

**Date** .....



## **DEDICATION**

I dedicate this thesis to my gracious and wonderful family most especially my children, my Super Star and special friends who are close to my heart.



## ACKNOWLEDGEMENTS

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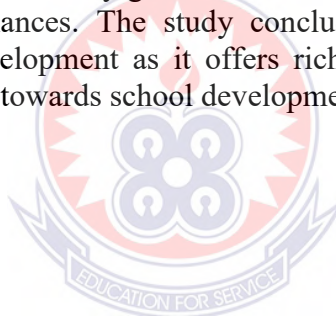
## GLOSSARY

ADP	:	Accelerated Development Plan
BE	:	Basic Education
BECE	:	Basic Education Certificate Examination
CBPR	:	Community-Based Participatory Research
CPPR	:	Community-Partnered Participatory Exploration
DA	:	District Assembly
DEOC	:	District Education Oversight Committee
FCUBE	:	Free Compulsory Universal Basic Education
FGD	:	Focus Group Discussion
GoG	:	Government of Ghana
JHS	:	Junior High Schools
MMA	:	Municipal and Metropolitan Assembly
MoE	:	Ministry of Education
PA	:	Parent Association
SMC	:	School Management Committee
SPAM	:	School Performance Appraisal Meeting



## ABSTRACT

The study sought to explore community participation in the provision of education at the Junior High School level in the Bontrase Circuit in Awutu Senya District in the Central Region of Ghana. Qualitative approach with case study design was adopted in carrying out the study. A sample of twenty-two (24) participants were purposively selected for the study. Primary data was collected using semi-structured interview guide and focus group discussions. Four (4) research questions guided the study. Qualitative data were analyzed thematically. Results indicated that the nature of community participation was through monitoring and supervision, Infrastructure provision, and Planning and Implementation of Policies. Results on research question two indicated that participants had various experiences as barriers to community participation. Barriers identified were captured as Student Related, Teacher Related, Management Related, Community related, Infrastructure development and market day related. Results showed that Participants experienced multiple barriers such as Student Related, Teacher Related, Management Related, Community related, Infrastructure development and market day related. The study revealed that some of the strategies that could be employed to promote greater community participation in the administration of the basic schools in Bontrase Circuit included; organizing games at the school level and inviting parents to come and witness the occasion, provision of teaching and learning resources by government and regular visits by parents to check on their ward's performances. The study concluded that all stakeholders should participate in school development as it offers rich, diverse, chaotic messiness that provide a lasting solution towards school development.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Education is generally considered a key factor in the economic, political and social development of any nation. Over the years, it has become apparent that Junior High Schools (JHS) generates substantial positive benefits to the pupils and the society in general (Abdinoor, 2008). Education enhances the reasoning ability of individuals, increases the number of skilled human resources within our society, maximizes national productivity and fosters good governance, which will automatically boost the overall economic growth of a country. The different levels of education in Ghana namely, basic, secondary and the tertiary give attention to human capital development and this clearly tends to result in economic development.

The holistic education of every child the active participation of all stakeholders including the community, teachers, guidance counsellors, and the child involved as well as parents/guardians (Anon, 2015a). JHS is not only considered compulsory in Ghana, but a right for all citizenry, and it is the responsibility of parents as well as the community as a whole to make sure that children of school going age attend school to be equipped with the basic skills, knowledge, values and attitude which will shape them for life. It is true that the school lays the foundation for the skills, knowledge, values and attitudes to be acquired, and talents to be nurtured for the development of the nation, this can only be achieved through effective collaboration between the state, the community, parents, as well as the teachers. The community has a huge and very tough responsibility, as it has to take proper care on their health, their physical development, their overall education, the development of their intellectual affinities,

as well as creation for a better moral values and convictions and attitudes, habits to a firm and well-behaved cultural relation in the child's immediate family.

The community as an institution has to create conditions for better education delivery in school, which as such is a predisposition towards a better establishment of a realistic approach for a better development of the children's personality. The community which is made up of parents is aware of the work on the development of children, but at the same time they need pedagogical information on the right to education of their children (Mojsovsja, 2006). When communities participate in the education delivery of their children, usually the outcome can be qualified as a positive and encouraging one. In this regard, communities are usually connected and act under their own moral values, which are transmitted through their demonstration of mutual confidentiality regarding the children's capabilities and their overall learning capacity which leads them towards achieving success in their education.

In order to have good results at school, there should be proper community participation in the provision of the child's educational needs in the school. The community for example, is to instill the right values in learners, involve them in community life as well as support families and pupils in need of assistance. Community involvement in education facilitates the identification of community specific education issues and informs the development of strategies to remove barriers to access and quality in education within a given community.

In resource-constrained countries such as Ghana, community participation is also an effective instrument for mobilising resources to improve the state of public education in the country. Therefore, there is the need for community school stakeholders to understand the relevance of education and collaborate with the government and other

relevant agencies for the education of the younger generation (Namphande, 2007). Community participation is a very good idea. In the past, communities thought schools were for the government and teachers. With the launch of the Free Compulsory Universal JHS (FCUBE) and the government's call for participation, the idea has dawned on communities that the school is a social invention hence must play a major role in its management and administration. Consequently, the provision of quality education to children cannot be overemphasized. This has resulted in making educators, policymakers and others involved in education to look out for the efficient and effective utilization of limited resources, and to also identify and solve problems in the education sector. Efforts made have contributed to the realization of the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access, infrastructure, management, supervision and performance (Uemura, 1999a). More significantly, these effective schools with positive school climate, have made efforts in reaching out to their students' community in order to bring about good cooperation.

In Ghana, until the mid-1990s, community participation in school development especially in the Rural Areas was inactive. The central region since Ghana's independence in 1957 had enjoyed series of policies of education. School development was, therefore, the responsibility of the central government. Sanders and Sheldon (2009) maintain that schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established. Students are more likely to experience academic success if their home environment is supportive (Henderson & Berla, 1994; Sanders & Sheldon, 2009). Epstein (2001, 2009) believes that there are many reasons for developing and



establishing a partnership between school, family and community. The main reason for such a partnership is to guide students in succeeding at school. Other reasons include improving school climate and school programs, developing parental skills and leadership, assisting communities in connecting with the school, and assisting teachers with their work. All these reasons indicate that community participation plays an active role in students' education and keeping a strong and positive relationship with schools.

Some countries have implemented community participation policies due to its known positive effect on the academic achievement of pupils, it has come to light that there is a change in the participation of the community as the child develops into an adolescent (Peiffer, 2015; Simon, 2001). A research conducted in South Dakota in the United State of America, found out that there is a decline in community participation as a child moves from the lower grade level to higher ones (Lloyd-Smith & Baron, 2010).

School going age pupils at Akurase village in the Ashanti region of Ghana, for example, show little community participation in their education provision because; the parents who form the community saw no value in education but rather as a waste of their resources which could be channeled into their farming occupation. The parents saw no correlation between education of their children who were prospective helps in their farms and their ward's future occupation of taking over their farming business (Pryor & Ampiah, 2003). According to Poku (2014), most parents and guardians pay little or no attention to their adolescents learning at home and also give no financial support to these children making them go to school on empty stomach. SPAM (2018) report in Bontrase Circuit in Awutu Senya District on students'

performance in BECE indicated that there is little community participation in their education delivery.

## **1.2 Statement of the problem**

Communities are made up of families which consist of parents who look forward to receiving quality education for their wards irrespective of their participative level. The central government is one big organization in a modern state that can obtain the chunk of the needed resources to provide education for all (McWilliam & Kwamena-Poh, 1975) cited in Addae-Boahene (2007).

Educators, policymakers, as well as stakeholders, around the world are making great efforts to find ways of utilizing scarce resources in the education sector more effectively and efficiently. In Ghana, the central government, which is seen as the major stakeholder in education, have difficulties providing every educational need despite all efforts made over the years and, therefore, stands to benefit immensely when communities take part in the educational provision of its citizens. Williams (1994) cited in Bekoe and Quartey (2013), stated that until the middle of the twentieth century, responsibility for providing educational facilities for children rested more with the community. This indicates that community participation in education has been in existence for some time now and some communities have actively played their roles when it comes to education provision in their locality. Community participation in the provision of education is gaining more grounds since it ensures a sense of belongingness, breed trust and ownership of the educational facility. Over the last two and half decades, efforts to improve access, governance and outcomes of educational systems have given renewed focus to educational decentralization -

transfer of some form of authority from a central body to local levels (Naidoo, Kong, 2003).

Under the participatory approach to education planning initiative, stakeholders such as School Management Committees (SMC), Parent Teacher Associations (PAs), District Assembly (DA), and Unit Committees are tasked to be active participants in the planning and implementation of education programmes and projects (Ministry of Education, 2003). Despite the institutional and policy changes made to achieve multi stakeholder participation in education provision, in Bontrase Circuit of the Awutu Senya District of the Central Region of Ghana, the participation of its community in improving Junior High School education provision has not been forthcoming or not encouraging (District Education Oversight Committee Report, 2018).

Even though there is a yearly call on the community to participate in quality education provision of students in Bontrase Circuit, it appears that the call falls on deaf ears as indicated in the PA Report of 2018. On the contrary the participation among the community members is that they are making efforts to enhance the quality of education provision in the area. The reason(s) for this situation in this Circuit, is under explored in that context. This aside, the seemingly limited community participation in the schools' activities often result in policy failures, in some cases, poor academic performance, since the government cannot do it all alone. It will require the involvement of other stakeholders such as community members to improve education provision in the area (Addae-Boahene, 2007). However, it appears that in Bontrase Circuit, little is known about whether or not the community just show little effort in fulfilling their roles as stakeholders in the education provision or it is their form of community participation that is not yielding any significant influence in the provision

of education in the Circuit. It is against this background that the researcher deems it necessary to ascertain community contribution in education provision in the Circuit with a view to determining what could be done to encourage greater participation.

The problem under study is linked to both Epstein Model of Parental Involvement which argues that educational stakeholders including parents can get involved in the academic achievement of pupils, and the Alternative Development Approach, which indicates that communities have unconventional option as to how they can participate in the provision of education. This current study attends to how the communities in Bontrase Circuit participate in education provision in the area.

### **1.3 Purpose of the study**

The study sought to explore how community participation can improve the administration of JHS in Bontrase Circuit in Ewutu Senya District.

### **1.4 Objectives of the study**

The specific objectives of the study were to:

- i. Examine the nature of community participation in the administration of basic schools.
- ii. Explore how community participation affects the development of JHS in Bontrase community.
- iii. Identify the barriers to community participation in the administration of JHS in Bontrase community.
- iv. Explore strategies that could be employed to promote greater community participation in the administration of JHS in Bontrase Circuit.

## 1.5 Research questions

The following research questions were formulated to guide the study:

- i. What is the nature of community participation in the administration of JHS in Bontrase Circuit?
- ii. How does community participation affect the development of JHS in Bontrase Circuit?
- iii. What are the barriers to community participation in the administration of JHS in Bontrase Circuit?
- iv. What are the strategies that could be employed to promote greater community participation in the administration of JHS?

## 1.6 Significance of the study

The significance of the study is presented in terms of its contribution to theory, methodology and practice.

### 1.6.1 Theoretical significance

Theoretically, the study employed the Alternative Development Paradigm which is concerned with redefining the goals of development and introducing alternative practices of development participatory and people – centered (McLennan, 2012). This study attempted to bridge the existing gaps in literature and contribute to existing gaps in literature and as well contribute to existing body of knowledge on participation among communities in the provision of education.

For instance, as a researcher, after I read a number of literature and it appears that, some of the existing research conducted in the field of community participation in our country Ghana focused on Public Senior High School Management by Caroline Muthoni in 2015, School Feeding Program by Baffour Clement Gyawu in 2012,

Urban Community Development by Ebenezer Larkai Quaye in 2015 and Assessment in Community Participation by Francis Ahiabor in 2017.

This has left gaps in literature which the current study seeks to address through the Alternative Development Paradigm. This study contributes to Community Participation in Education Provision in JHS. The study highlights the forms of community participation in the administration of JHS, how community participation affects the development of JHS, as well as barriers to community participation in the administration of JHS in Bontrase.

### **1.6.2 Methodological significance**

The methodological lense that was used to conduct this study was a qualitative case – study research design. This made the research flexible to explore and understand participation among community members in connection with the Junior High Schools within their natural setting. The researcher’s decision to use the qualitative research approach gave opportunity for silenced voices to be listened to as well. Owing to the semi – structured interview and focus group discussions adopted for the study, it permitted the researcher to build a good inter – personal relationship among respondents.

### **1.6.3 Practical significance**

Participation has the potential of generating community ownership of schools, democracy in school governance, and accountability of teachers, trust and overall performance of schools in various ways especially where the level of participation is high. Findings which will emanate from this study might encourage stakeholders in education to participate fully in education provision in Bontrase Circuit in the Awutu Senya District. Also, the findings will serve as a source of information to parents,

students, teachers, traditional rulers and other stakeholders. Parents and other groups working to promote community participation will be fully aware of the kind of support required of them to make education provision a success.

Again, the study will provide PAs and SMCs in various schools within the Circuit with strategies to improve the learning conditions of their schools. Furthermore, the findings envisage informing the community members on the need to join hands with the government in the provision of quality education in their locality. The subject matter of this study will also add to the existing body of knowledge about community participation in education provision in Ghana.

### **1.7 Bontrase circuit in context**

The area of focus was Bontrase circuit that comprise of six (6) community schools which includes Odotom, Mfadwen, Ayiresu, Bontrase, Aberful and St. Francis basic schools. It is situated in the heart of Awutu Senya District and the scope of the study is limited to community participation in basic schools. The people of Bontrase in the Awutu Senya District are predominantly Awutu with few Ewe and Akan settlers. The economic orientation of the people is mainly agriculture which is done on subsistence basis and they are noted for their gari processing. Religious affiliation in the circuit is skewed in favour of Christianity. The population is about eighty-four thousand, eight hundred and eighty-six (84,886) people, (Population Census Report 2010) for Awutu Senya West District. It is geographically convenience, manageable and easily accessible. It is the place the incidence is occurring.

The scope of the study was confined to the junior high level of the Basic schools in Bontrase Circuit and specifically the S.M.C, the P.T.A, headteachers and teachers who work in the community. This is because the research objectives are centered on

Community Participation in Education Provision among Junior High Schools in Bontrase hence the need to work within that scope. Lastly, the scope of the study was delimited to community participation. The researcher believes that, schools are owned by communities and therefore stands in a better position to assist in the provision of quality education.

### **1.9 Operational definition of terms**

**Community:** refers to a group of people living together with a common attachment to their place of residence. It is a place where people encounter one another ‘face to face’ (Maser, 1997). The term ‘community’ has many different implications. It may be used to refer to a network of shared interests and concerns. Communities may also be categorized based on many different criteria: geographic, ethnic and religious, or in relation to a school (Rose, 2003, 47). In education, the term community is considered by some scholars to have reached a critical mass. According to Bodine (2005, p.98), so many of the world development institutions are using the concept of community in their education development work, that it is now considered a core component of the “world model of educational governance”.

**Participation:** refers to involvement of community members in the development initiatives that concern and affects them. It implies that the community has the ability to initiate and implement development endeavors that reflect its own needs. Participation describes active involvement by people in civic and developmental organisations, political parties and local government, with the purpose of influencing decisions that affect their lives (Roodt, 2001, p.470). Participation also refers to “empowering people to mobilize their own capacities, be social actors, rather than passive subjects, manage the resources, make decisions, and control the activities that



affect their lives.” According to Oakely (1991) the term participation refers to harnessing the existing physical, economic and social resources of rural people in order to attain the objectives of community development programs and projects.

**Community participation:** May comprise varying degrees of involvement of the local community. It may range from the contribution of cash and labour to consultation, changes in behavior, involvement in administration, management and decision making. Genuine participation, which means that all members have the ability to take part in real decision-making and governance, and they have power to determine the outcome of decisions, and where participation is voluntary.

**Education:** Is the socially organized and regulated process of continuous transference of socially significant experience from previous to following generation. The main way to receive an education is to take a course of training in the system of educational institutions.

**Basic Education (BE):** Manzoor (1983) in Baku (1997, p.129) defined BE as a set of learning experiences which helps an individual to function in his/her social and physical environment, stressing that ideally these early experiences should also lay the foundation for continuing life-long learning. In this study, BE will be taken as referring to education instruction children receive in the first 9 years of their formal education. This is because in Ghana, most of the community schools are by design supposed to offer the first 9 years of BE. In addition, the community schools within which the researcher will carry out the study fall in this category that offer primary education according to the definition.

**Community schools:** The term Community Schools used in this study refers exclusively to government assisted basic school commonly called Public Schools. These are schools that receive support services such as Capitation Grant and teaching and learning materials from the government through the District Education Offices and the District Assemblies. Examples of these schools includes the District Assembly (DA), Municipal and Metropolitan Assembly (MA) and Mission schools run by the government in the various communities in the district.

**Stakeholders:** Stakeholders herein are defined as those individuals, groups of people who have interest in and are affected by decisions and policies about their community school. Hence, this thesis focuses on stakeholders that are mandated in one way or the other to see to the development of their schools. They include teachers, PAs, SMCs, Unit Committees, Assembly men and women among others.

### **1.10 Organization of the study**

The thesis is being presented in five chapters. Chapter One covers areas such as the background to the study, statement of the problem, objectives of the study, research questions and significance of the study, delimitations and definitions of terms. In chapter Two, relevant literature is reviewed on theories, concepts and empirical studies that are related to the problem to identify gaps in knowledge. This chapter is tackled under the following sub-headings: How community participation affects the development of Junior High School education, importance of community participation in education, barriers to community participation in education provision and ways of improving community participation in education provision. Some relevant literature reviewed include; Epstein Model of Parental Involvement, the Alternative Development Paradigm, Participatory Approach to Development, Community

Development Concept and Analytical Approach and Framework. Chapter Three focuses on the methodology employed for the study, which is made up of research paradigm, research approach and design, sample and sampling technique, research data collection tools and data collection procedure, while chapter Four concentrates on presentation, analysis and discussion of the data collected. In the chapter Five, which is the last chapter, constitute the summary of the findings, conclusions drawn and recommendations made are presented.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Overview

The purpose of this chapter is to discuss the literature review relevant to the study. Published books, journals, policy documents and research reports were reviewed, critiqued and briefly presented. It reviewed related literature on constituent(s) of community participation in education provision among Junior High Schools. Community interest in schooling has gotten a worldwide worry of all partners in the educational sector (Kalembe, 2013). This has prompted educational talks among prominent and productive journalists everywhere. Reviews concerning this research focus on the following sub-headings below.

1. Meaning of community
2. The Concept of Participation
3. Community Participation
4. Community participation in education
5. How community participation affects the development of Junior High School education
6. Measuring community participation in Junior High School education
7. Forms and levels of community participation in Junior High School education
8. Importance of community participation in Junior High School education
9. Barriers to community participation in Junior High School education.
10. Ways of improving community participation in the development of Junior High School.
11. Theoretical Perspectives

## 12. Analytical Framework/Approach

### 2.1 The concept of community

Community can be defined by characteristics that members share, such as culture, language, tradition, law, geography, class and race. Some communities are homogeneous while others are heterogeneous and some united while others conflictive. Bray (2000) battles that there are 94 elective definitions of communities and sees that the rundown is as yet not thorough.

A community has probably some normal features, for example, a network of shared interests and concerns. The research characterizes a community as individuals living in a characterized region as well as others or associations outside the nearby community who share regular interests with the nearby individuals. As per Mathie and Cunningham (2003), the community is an elusive idea. It is utilized in the scope of faculties, for example, meaning genuine gatherings of individuals as in a town, neighborhood, or nationality limit. It can likewise allude to specific characteristics expected among individuals as in 'a feeling of community'. Other communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government, and some are governed by leaders-imposed from above and represent central authorities.

Also, according to Majory (2009), Communities can be characterized by the qualities of its peoples' geographic limits, history shared interests, qualities, and force relations. There exists essential collaborations and systems administration inside the network. The components of a community incorporate; basic symbol systems, common values, a sense of membership, common needs and commitment to meet them, and a shared history. A community is a multidimensional framework that is variable, molded, and

re-formed consistently by changing activities and connections. With the end goal of this research, the investigation characterizes a community as individuals living in a characterized territory as well as others or associations outside the neighborhood community who share regular interests with the nearby individuals.

## **2.2 The concept of participation**

The idea of participation was brought into focus during the 1930s. The contemplation was that the more elaborate individuals were in the difficulties of production, the more beneficial they would be. Participation describes active involvement by people in civic and developmental organisations, political parties and local government, with the purpose of influencing decisions that affect their lives (Roodt, 2001, p.470). Roodt (2001, p.472) concurs with this notion, and uses the term coined by Paulo Freire concientisation, a process whereby poor and oppressed people become politically and socially aware that their living conditions are not „natural“ but the result of the exploitative policies implemented by the state and their country’s elites. Central to this concept is that this awareness is achieved through active participation in educational, political, social organisations in conjunction with fellow citizens and will enable oppressed people to actively change their lot (Roodt, 2001, p.472).

As per Cornwall (2008), cooperation can be utilized to “signify almost anything that involves people”. The interest of the individuals in advancement activities proposed to profit them has been recognized as significant in accomplishing economical turn of events. Who better than the individuals themselves can comprehend the issues they confront and have experiences that can help shape activities expected to profit them? This is genuine in light of the fact that “the goal of development should be not to

develop things, but to develop man.” comparable to this to demonstrate the incredible significance of the association of individuals in exercises that worry their life.

As indicated by Gaventa and Valderrama (1999), who defines participation as” the process through which stakeholders’ influence and share control over their own development initiatives, decisions and resources which affect them. Paulo Freire in Burkey (1993) states that: “Attention to liberate the oppressed without their reflective participation in the act of liberation is to treat them as objects which must be saved from a burning building: it is to lead them into the populist pitfall and transforming them into masses which can be manipulated”. This assertion delineates that accomplishing certified cooperation requires raising the familiarity with the truth around them, their genuine issues, the reasons for these issues, and what estimates they, at the end of the day, can take to start changing their circumstance. Mikkelsen (2005) citing the world bank characterizes support as a cycle through which partners have an occasion to contribute, impact and offer command over improvement activities and settle on choices over the utilization and control of assets that influence them. In the context of this research, the term participation is regarded as the ability of the community to identify their challenges and needs and then take charge of their scenario as this current fit's exercises/occasions occurring in the region being considered in this research.

Finally, Oakley et al. (1991) describes participation as, “a process which unfolds over time and whose purpose is to develop and strengthen the capabilities of rural people to intervene more directly in development initiatives, participation as an end is an active and dynamic form of participation which enables rural people to play an increasing role in development activities”. This indicates that as an end in it- self participation

should be a permanent feature of any development activity which should be an intrinsic rather than extrinsic (i.e. people should not be manipulated to participate in development activity but their awareness should be raised in to involve in the project from their own initiative).

### **2.3 Community participation**

The World Bank (2001, p.1) has 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”. Community involvement in schooling with the aim to improving the teaching and learning environment has become more crucial now than ever. The significance of community support in any improvement project rose up out of the need to make advancement ceaseless, maintainable and one that has dependable effect of changing society towards accomplishing better quality life. Community cooperation, similar to a base for decentralization, popular government, community-based improvement is additionally taken as a fundamental intercession in the instruction area. It isn't just the privilege of guardians and neighborhood community to be associated with issues of instruction of kids, yet additionally their commitment to be important for the cycle and the item just as help training (Paulos, 1996).

Community cooperation ordinarily alludes to the inclusion of individuals from a community in a dynamic cycle and shared objective accomplishment. As Caveye (2010) put it, community support being developed setting alludes to “involvement by members of a community to predetermined programs and objectives with assistance of external intervention”. The contribution and underwriting of community individuals in mediation projects or activities from administration bodies, community-



based associations, non-legislative associations or corporate gatherings can fill in as delineation of community involvement or inclusion. Community cooperation has been portrayed as a functioning association of characterized network in any event in some part of venture plan and execution where the key goals are the fuse of neighborhood information into the task's or activity's dynamic cycle (Mansuri & Rao, 2013).

A more intricate definition has been proposed by Ratanavaraha and Jomnonkwao (2013) as 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 staff implementation, thus, resulting in increasing level of living and solving community problems. To upgrade community cooperation, the International Rescue Committee (2012), provincial learning places ought to be set up and data on great practices and advancements ought to be recorded. The community ought to be limit based on the connection between expanded community support in instructive administration and expanded usefulness of offices and eventually improved manageability of the instructive offices to guarantee benefits that last. Furthermore, community involvement in the life of the school could have a dramatic impact on education access, retention, and quality. Bringing the school and community closer together can generate a sense of local ownership and enhance accountability. Teachers and other sector professionals are more likely to do their jobs well when communities take an active interest in what is happening in the classroom. In the Bontrase Circuit of the Awutu Senya District in the Central Region, which is the focus of this study, the people are yet to become more proactive in educational development through parental involvement in the management of schools.

## **2.4 Community participation in education**

Education happens in schools as well as inside families, communities, and society (Uemura, 1999a). A definitive objective of community cooperation in education is building up a feeling of responsibility for projects and schools. Regardless of the different levels of obligations taken by each group, none can be the sole specialist to assume total liability for instructing students. Guardians and families can't be the only ones gathering of individuals for students' schooling as long as their children connect with and gain 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 can't and ought not to work as an independent entity inside society (Uemura, 1999b). Williams (1994) contends that there are three models of Education and Community. The first is conventional community-based education, in which community furnish new generations of youngsters with the education necessary for sending nearby standards and monetary aptitudes. In this model, education is profoundly implanted in neighborhood social relations, and school and community are firmly connected.

The public authority, being of little use in meeting the particular preparing needs of industrialized economies, plays a minor job, giving little premise to political reconciliation at the public level. The subsequent model is government-given education, in which governments have accepted accountability for giving and controlling education. The consent of education has been generally normalized inside and across nations, and governments have decreased the part of the community. Notwithstanding, an absence of assets and the executive's lack of ability has

demonstrated that governments can't give the community sufficient education conveyance, completely prepared school structures, and a full scope of evaluations, educators, and instructional materials. This triggers the rise of the communitarian model, in which the community assumes a steady part in government arrangement of education. Williams (1994) identified three models of community-education linkages. In the first, called Traditional Community Based Education, education is deeply embedded in local social norms and the Government has a minimal role. Education is a local process, in which older generations share skills they consider important and relevant with younger community members. In the second model, Government Provided Education, communities are passive recipients and the Government assumes communities' needs and holds key responsibility for providing, regulating and standardising education. The third is a collaborative model. Here, communities support government-sponsored education (Pailwar & Mahajan, 2005). The key to successful community participation, however, as noted in the World Bank Report (May, 1996) is "to ensure that, having regard to distinct features, local people have a real influence over decisions which affect the quality of education their children receive". Ghana's education system is now closest to the second model, but striving towards the third.

The community can give limitless measures of assets to class than the public authority or some other body does, for example, work, materials, account, information and aptitudes to help the schools and the education programs going on in the schools. In particular, the community is a significant partner of the education system. Fosu-Siaw (2004), since each gathering assumes an alternate job in adding to students' schooling, there should be endeavors to make an extension between them to expand their commitments. Schooling happens most proficiently and successfully when these

various gatherings of individual team up. In like manner, it is critical to set up and ceaselessly endeavor to create associations between schools, guardians, and communities. Studies have distinguished different methods of community support in schooling, giving explicit channels through which communities can be associated with kids' schooling.

Heneveld and Craig (1996) perceived parent and community uphold as one of the key variables to decide school adequacy in Sub-Saharan Africa. They recognize five classes of parent and community upholds that are applicable to the region: kids come to class arranged to learn; the community offers monetary and material help to the school; correspondence between the school, guardians, and community is incessant; the community has a significant job in school administration; and community individuals also, guardians help with guidance. Epstein (1995, 1997) recommended approaches to assist students with succeeding school and later life, and spotlights on organizations of schools, families, and community that endeavor to improve school projects and school atmosphere; assist family in providing support and backing; bring about increase in leadership skills among parents; bridge families with others in the school and in the community; and help educators with their work. The author sums up different kinds of involvements to clarify how schools, families, and community can work profitably together:

Parenting – to help all families to establish home environments that support children's learning at schools; Communicating– 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; Volunteering – to recruit and organize parent help and support; Learning

at home – 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; Decision making – to include families in school decisions, to have parent leaders and representatives in school meetings; and Collaborating with the community – 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 support in schooling from the above conversations can be summed up as the different exercises that guardians/parents and other partners play out that are intended for improving student's comfort, execution, and accomplishment. The author also sees community education as a typical form of community activity and as a basic means for assisting the community by bringing matters to the community's attention and preparing them for knowledgeable action.

## **2.5 How community participation affects the development of Junior High School Education**

As regards why communities or parents participate in education, in the considered opinion of Bray (2000, p.17), parents are a good place to begin the process of community building, because they may be assumed to have a natural interest in the education of their children. Baku (1994, p.134) has also provided explanation on why communities or parents participate in education. Community or parent-teacher cooperation in educational provision contributes to improvement in the enrolment and retention of pupils, maintenance of school facilities, learning environment, and overall quality and long- term impact of education. Furthermore, Bray, Watt and other researchers have generated empirical evidence from their studies to throw more light on the effects of community participation in education. As a matter of fact,

participation builds ownership and a better understanding of the true nature of the educational problems facing the country (Bray, 2001, p.13).

Watt (2001) on his part has also noted that community-based approaches to educational development have the potential to enhance ownership, accountability, and efficiency. Enhancing the community's sense of ownership of a school in terms of education provision makes it more likely that parents will support the aims of the school, and ensures that their children attend regularly and learn. Greater ownership can also build consensus for change, and increase accountability: teachers and other sector professionals are more likely to do their jobs well when communities take an active interest in what is happening in the classroom. This would in turn bring about improvement in access and quality of education being provided. Uemura (1999) also submits that community participation in education provision ensures maximisation of limited resources; developing relevant curriculum and learning materials; identifying and addressing problems that hinder the development of education; realising democracy and increasing accountability.

## **2.6 Forms and levels of community participation in education**

The expression "participation and education delivery" can be deciphered in different ways, contingent upon the unique situation. Various forms of community participation in education have been identified by many researchers in their studies. Shaeffer (1994) explains unique degrees or levels of cooperation and gives seven potential meanings of the term in education provision, including association 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 disturbing issues that affect the school; Participation in the delivery of services, often as a partner with other stakeholders; 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 initial four definitions utilize the word association and mean generally inactive coordinated effort, while the last three things utilize the word participation, implying a much more active role. Shaeffer further gives some particular activities that include a high level of participation in a more extensive advancement context, which can likewise be applied in the education area. These have been ordered into four significant bunches with their particular activities to help in the assurance and investigation of different partners' degrees of support in education provision in the study area:

**Access promotion** - (a) Guaranteeing normal participation; (b) Guaranteeing stay and completion; (c) Advocating for enrollment activities; (d) Offering education benefits; (e) Promoting girl child education and Identifying factors that contribute to educational issues, for example, low enlistment, high reiteration, and dropouts.

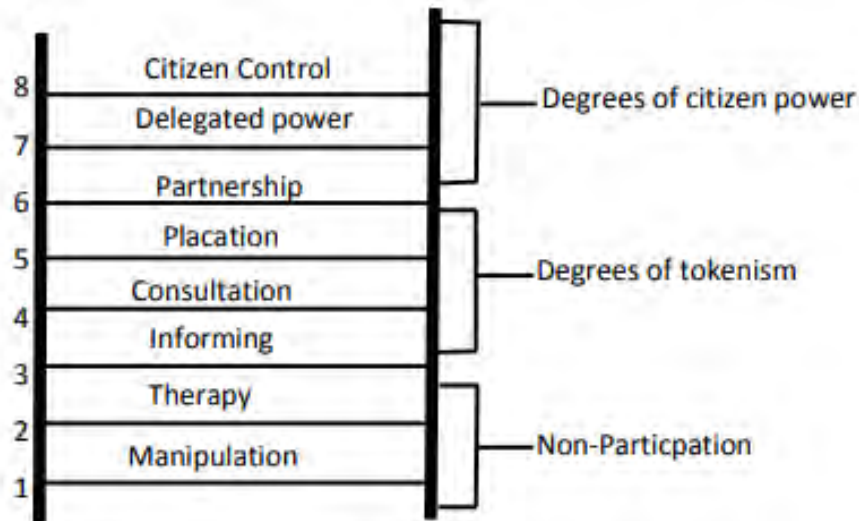
**Improving performance** - Increasing the moral of school staff, supporting teachers in school, utilizing instructional hours to learn more about pupils learning progress as well as assisting giving aptitude guidance. Facilitating children with their studies and guiding them with their study plans, assisting with the provision of more relevant teaching and learning resources and also getting ready students' status for school, by furnishing them with satisfactory teaching and learning materials and creating upgrades opportunity for psychomotor and cognitive development.

**Infrastructural development** - Providing convenience in accommodation and security to teaching and non-teaching staff, taking part in settling on the decision about school administration and management, location and timetables, contributing to communal labor, materials, furniture, land, and fund raising for development, maintenance and also improving on school facilities.

**School management, monitoring, and supervision - assisting** in raising funds for school activities, monitoring and following up on teacher's attendance and performance. Forming village education boards to manage schools, planning school schedules and managing financial plan to work for school (Shaeffer, 1994).

Cornwall (2008) proposes the significance of comprehension of the contrasting degrees and sorts of support. In this vein, Cornwall prompts that most typologies of support convey a standardizing suspicion which places various types of investment along with a pivot of good to awful support. Large numbers of these typologies and ladder of support have been delivered dependent on the expectations of the individuals who created them. Among them, Arnstein's (1969) ladder of support is a standout amongst other known and it was initially evolved in the last part of the 1960s yet at the same time holds contemporary significance. Arnstein's Ladder of participation is shown in Figure 2.1.

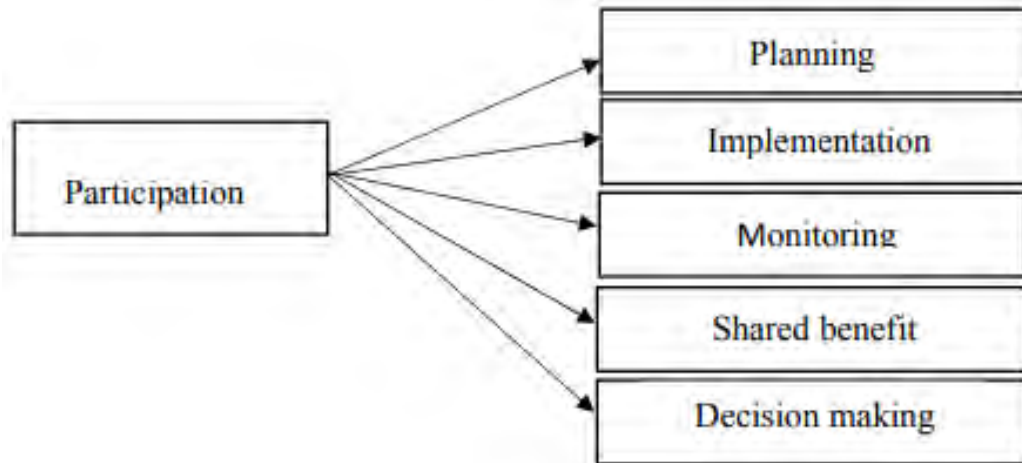




Source: Kalembe, (2013).

### Figure 2.1: Ladder of participation

As indicated by Arnstein (1969), Citizen Control shows up at the highest point of the ladder, speaking to great types of cooperation with a class at the lower part of non-support in which treatment and control are set. On this ladder, a differentiation is made between Citizen Power which incorporates Citizen Control, appointed force, and association, and hypocrisy in which includes consultation, advising, and placation. Arnstein's ladder is significant for this investigation since it will help clarify the stage along the ladder in which partners' support in the contemplated community schools would fall. This will assist with giving knowledge of the sort of cooperation which exists in community schools and areas for development will be recognized. According to Lyndon, Selvadurai, Mat, Besar, Aznie, Ali and Rahim (2012), community participation usually have several elements such as planning and implementation, monitoring and evaluation (Figure 2.2) and it is essential to community participation in that the members of the community should discuss, consult and reach consensus among them about any program or initiatives to be implemented in their community so all members could benefit and as a result enhance their quality of life.



Source: Lyndon et al. (2012).

**Figure 2.2: Elements of community participation**

Subsequently, Kalembe (2013) proposed that effective community participation should contain support for grassroots community level, the foundation and fortifying of organizations among partners and an obligation to quicken the program to guarantee its impact on the majority.

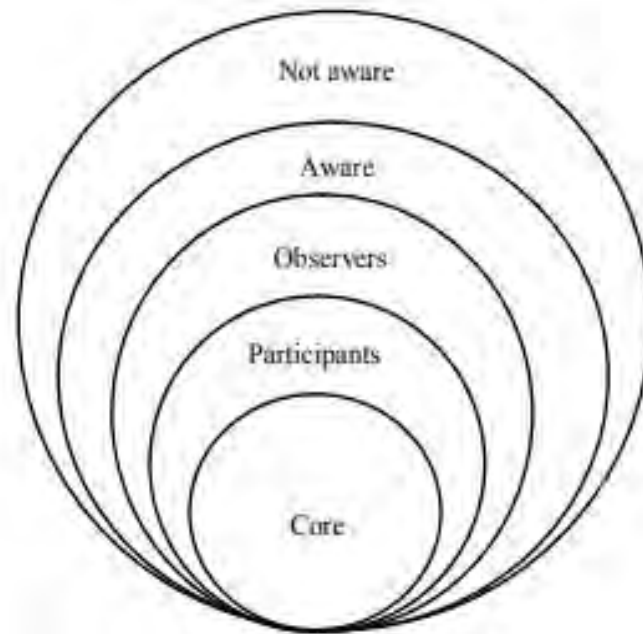
Nonetheless, every one of these pointers appear to be measures of assessment for a particular program as opposed to issues that comprise community participation. Thusly, Wilson and Wilde (2003) propose four component of community participation that can add to a superior understanding of community participation as opposed to attempting to characterize it through assessment measures (Table 2.1).

**Table 2.1: Four Dimensions of community participation**

Dimension	Definition
<i>Influence</i>	How specific program involve communities in the shaping of regeneration plans /activities and in all decision making
<i>Inclusivity</i>	How specific programs ensure all groups and interest in the community can participate and the ways in which inequality is addressed
<i>Communication</i>	How specific program develop effective ways of sharing information with communities and clear procedures that maximize community participation
<i>Capacity</i>	How specific program provide the resources required by community to participate and support both local people and those from other group/agencies/shareholders to develop their understanding, knowledge and skill

Source: Cavaye (2010)

Cavaye (2010) depicts community participation as resembling "onion rings" (Figure 2.3). At the focal point of the "core" of community endeavors, there is few profoundly dedicated and propelled individuals. Around the "core" these are the individuals who engage in the exercises coordinated by the core and offer the help to the core's initiatives, these are known as "participant". In the third ring, there are the "observers", these are the individuals who regularly watch and/or fundamentally monitor the advancement of the initiatives and activities created by the "core" and upheld by the "participants". In spite of the fact that "observers" may have interest and they don't yet become effectively included. Around the "observers", there is a bigger circle that comprised of the individuals that are "aware" of the activities coordinated and occurred in the community yet are not intrigued to partake in such programs or activities. The last circle is comprised by the individuals in the community that don't know about any of the activities or programs occurring in their community.



Source: Cavaye, (2010)

**Figure 2.3: Structure of community participation**

### **2.7 Measuring community participation**

Community participation in research is theorized to build the potential for planning, executing and supporting intercessions that better fits community needs (Israel, Schulz, Parker and Becker, 2001), upgrade community limit (Minkler, Vasquez, Tajik & Peterson, 2008), and lead to policy changes (Cook, 2008). Regardless of expanding interest in the utilization of Community-Based Participatory Research (CBPR) (Viswanathan, Amerman & Eng, 2004) and Community-Partnered Participatory Exploration (CPPR) (Jones, Koegel & Wells, 2008) approaches, approved proportions of the degree of community accomplices' participation in different educational advancement activities still can't seem to be created. Without high quality measures, it is difficult to exactly learn the worth and effect of dynamic community commitment in educational delivery (Wallerstein, 2006).

Mikesell, Bromley and Khodyakov (2013) offered two new approaches to measuring community participation in research. They argued that the three-model approach has

high face validity and provides a simple description of the perception of community participation. However, they conceded that the approach may not be the best choice for capturing, and assigning numerical values to multiple dimensions of community engagement. Interpreting data from different surveys and sources needs an awareness and understanding of how different approaches and variations in questioning techniques may influence responses, they say.

## **2.8 Importance of community participation in education**

The goal of any kind of activity that attempts to involve community and families/parents in education is to improve the educational delivery. Extensive literature research has resulted in identifying the following rationales that explain the importance of community participation in education. 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: efficiency, self-reliance, cost-effectiveness and coverage. A World Bank Report (2012) cited the Maximization of Limited Resources as one of the benefits of community participation in education delivery. Community support for education takes a large number of monetary and non-monetary forms. In Madagascar, the report noted for example, where Government investments at the primary level have been extremely low, parents and communities contribute money, labor and materials. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers.

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. 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, the schools consider the community as the center of learning. Colleta and Perkins (1995) also mentioned another example in Colombia's Escuela Nueva program for multi-grade schools that incorporates a number of innovative components. In each learning task, self-instructional textbooks guide students to identify examples and cultural elements from their own experience. Local crafts, jobs and economic activities, health problems, geography, landscapes, transport, sports and food are also described and classified.

World Bank: Communities can help identify and address factors that contribute to educational problems. UNICEF (1992) suggested that community participation can contribute to promoting girls' access to education. Girls' education contributes to increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates. Involving parents and communities in school activities also helps to identify possible teachers in the community, especially local female teachers which can greatly help girls' education. The time that requires going to and from school seems too much to waste for the parents. These issues are serious obstacles and have to be addressed and overcome in order to promote girls' Education. The World Bank report cited a case study in the Gambia, in which the techniques of Participatory Rural Appraisal were adapted to education.

In places where communities are indifferent in girls' education, elderly people or religious leaders who are respected by community members can convince them to send their girls to schools. Cariño and Valismo, (1994) argued that community participation in education helps in creating a nourishing school atmosphere.

Communities can contribute to schools by sending respected community members, such as religious leaders or tribe heads, to the classrooms. Schools themselves can contribute by developing sustainable solutions to local problems.

## **2.9 Barriers to community participation in education provision**

The factors that promote effective participation in education have not been lost out in the literature. Watt (2001), notes that demand is a necessary condition for 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 provision will likely be weak. Communities support education in order to achieve an objective that would not be met without their involvement. People coordinate actions to reach an agreement and a base for judging what rational choices are. What makes an effective school in the perception of the community, thus constitute a major barrier to participation. In a rural community like Bontrase where the average education level is low, and where the teaching process in the classroom is often invisible and little understood, and community members rely solely on headteachers and teachers to inform them of many of the problems facing the school, can greatly affect participation. This is in line with Kumar and Corbridge (2002) who has observed 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.

Also, Kolkman, Kok and van der Veen (2005) opined those 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 is 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.

Again, communities may be able to provide additional support to the local school but be unwilling to do so, basically because the costs of support outweigh 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 willingness on the part of communities therefore, constitute yet another important challenge to participation. Another condition or factor that hinders community participation in education is that communities must be able to identify common interests and needs, accept and enforce basic rules governing their support for the school, and have a minimum level of skill, knowledge, and leadership to follow through on its commitment. Where communities cannot identify common interests or needs, or where there is mistrust about the leadership, support might not be forthcoming. For example, in Ghana, although community members are expected to play more active role in school management under the School Management Committees (SMC) and the Parents-Teachers



Associations (PA), many continue to see their role as providing supplementary financial support only. This is partly due to some confusion between the roles of the PAs and the SMCs and partly because head teachers and teachers do not always welcome community “intrusion” (World Bank, 1996, p.8).

Furthermore, Watt (2001) observes that efforts such as concerted capacity building, 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. Building capacity for community support to education provision is often best achieved by actively initiating change, and establishing a process of “learning by doing”. This is done by beginning a process of bringing the community together and encouraging discussion about educational needs and priorities, perceptions about the role of education in the community and the responsibilities of different stakeholders for improving the school. Some well-resourced, highly motivated and cohesive communities are capable of single-handedly financing and managing education on an ongoing basis. At the other end are communities that may lack the resources to make anything more than a minor contribution to the costs of education, or be unable or unwilling to work together. In certain instances, financial constraints thus constitute a hindrance to effective participation. Besides, in order for community participation to be effective, communities must be able to collaborate with other education stakeholders based on negotiated roles and responsibilities. This is to ensure a balanced of decision-making power among the various stakeholders and also provide for the recognition of the role and value of expertise, and the practical limits of participatory principles by communities. Information flow between schools and the communities is equally an important factor to successful community participation.

The extent to which school authorities make available to communities the problems and needs of the school, underpins the form and level of support the community can offer. In this regard, school authorities play a very important role in communicating 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 “in Ghana, the factors that have a positive influence on community participation include:

1. communities ‘perception of the usefulness of their participation; the existence of organized groups in the community and the quality of their leadership;
2. the quality of communication between the ministry of education and the communities, and between members of the teaching staff and members of the community;
3. the degree to which members of the community are made aware of their educational responsibilities;
- 4 and the degree of encouragement and support given to school-related community initiatives (ERNWACA, 2002, pp.4-5)

Lastly, 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)

## **2.10 Ways of improving community participation in education provision**

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. Other approach of ensuring community participation is the use of extension staff, community development and decentralized planning approaches. For example, the SMC had a legal backing based on Ghana Education Service Act, 1995 in exercising their responsibilities within the school system. Ameyaw-Akumfi (2001) also cited Addae Boahene (2007) indicating that most of the basic schools in Ghana were initiated by communities, which willingly recruits teachers and provided places of learning for their children. Also, the 1987 Education Reform made provision towards community ownership of basic schools within a locality. It recognized provision of JHS as a joint venture between government and the communities where government provides curriculum materials, equipment, teachers, supervision and management. The community 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.

These impacts on participatory governance, participatory management and participatory planning can have positive effects on student learning. Duflo, Dupas, and Kremer (2012) found that contract teachers who were hired by school committees raised student test scores. Galiani, Sebastian, Gertler and Schargrodsky (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. Betancourt (2009) argued that people will participate if we make it easy for them to participate. In Gambia, Blimpo, Evans, and Lahire found that comprehensive stakeholder training combined with school grants reduced student and teacher absence. From the view point of schools, according to the capitation grant policy administration guidelines, schools can use the grants in the following ways: provision of teaching and learning materials, school management, community-school initiatives, support to needy pupils, schools and cluster based in-service training, minor infrastructural repairs and payment of sports and culture levies. Yet research by Osei et. al. (2009) found that capitation grant disbursement often falls short of school's expectation. This, in fact, makes it difficult to execute activities and improve service delivery. Two policy initiatives stand out in the recent attempt to achieve universal JHS in Ghana. Push for education decentralization and management.

The 1951 ADP provided the foundations for decentralized educational management in Ghana. Poor managerial capacity and the weak financial resource base of the local councils appear to have undermined the decentralization process. In some quarters, there is concern that decentralizing education provision is happening too quickly and can reinforce disparities and inequities between districts. If education decentralization

is to become an effective vehicle for improving access and performance in public JHS, then there needs to be credible plans that deprived districts would have the requisite resources and manpower to achieve desirable educational outcomes, says Dr. Kwesi Owusu-Obi. In line with the expanded mandate under the decentralization process, emphasis shifted to increasing budget lines and budget shares of the district education office. The Education Strategic Plan implementation process, districts were mandated to prepare District Education Work Plans (DEWP) reflecting projections and targets up to 2015.

- 5 The worst resourced schools are 'bush schools', that is, schools in off-road rural communities. Rural communities are usually placed at some considerable disadvantage when it comes to assuming greater responsibility for contributing and managing education service provision. The World Bank, (2009) has said that schools in wealthier districts will benefit from both higher levels of district support and higher parental contributions, resulting in discrepancies in resource availability.

### **2.10.1 School Management Committee (SMC)**

The School Management Committee is a committee designated under the Ghana Education Service Act of 1994 (Mankoe, 2002). It is a school community-based institution aimed at strengthening community participation and mobilization for education delivery. The SMC is a representation of the entire school community.

The SMC performs the following functions to support the activities of the school, Controls the general policy of the school, presents periodic report to the Director General of Education through the District Director of Education and ensures that premises of the school are kept in a sanitary and structurally safe condition and

generally in good state of repair. The committee again submit reports to the District Assembly through the assembly person and assist the head teacher in resolving conflict and report to the District Director. Also, the committee refers dismissal or suspension cases to the District Director for action.

### **2.10.2 Parent Association (PA)**

A parent association is an association of parent and teachers in a particular school or cluster of schools. Any parent, guardian or teachers who are interested in children's education can also become members. Executive members of the PA are Chairperson (parent), Vice chairperson and Secretary. The PA performs the following functions: Assist in school maintenance and repair of infrastructure, negotiate for land for projects for the school, for example they negotiate for land for school farm and football field as well as demarcating play grounds for pupils. Furthermore, the PA sees to the children or teacher's welfare by providing monetary assistance, accommodation and school text books for academic purposes. Monitor pupils' performance through regular discussions and visits to the school and helps in resolving conflict and problems, most especially in maintaining school discipline (MoE, 2013).

### **2.10.3 District Education Oversight Committee (DEOC)**

The DEOC is the policy maker of the district. Membership includes the District Director of Education and Circuit Officers. It functions as ensuring proper implementation of educational policies at the local level, assisting in implementing the activities of the SMCs and PAs, providing necessary guidelines to enable schools to operate effectively and providing some educational needs, example, furniture and roofing sheets (Mankoe, 2002).

#### 2.10.4 Financing of JHS

According to Plato, the ancient philosopher, the provision of JHS to the members is a civil duty of the State. The government policy of FCUBE has increased financing availability to education at the Basic level.

1. The Government (The Capitation Grant Scheme); In 2004, the Government of Ghana introduced a capitation grant scheme for school operating budgets for primary schools. In 2005, the scheme was extended nationwide. Currently, the capitation per child is on average ₵GH4.50. The expansion due to the 'abolition' of fees which was a requirement. The surge in enrolments has brought new challenges and pressures on manpower and resources. The Ministry of Education has identified the need to improve the infrastructure of public basic schools, and training of headteachers to manage the funds appropriately to deliver quality learning outcomes. A more detailed study is needed to provide insights into how the capitations grant scheme can achieve better pro-poor outcomes.
2. Other Sources of Financing JHS; Teachers and Education managers' salaries currently take up over 80 percent of the total education expenditure. Government of Ghana budget takes care of personnel emolument (salary costs), administrative expenses, and service and investment activities. Of the projected total resource for education in 2005 (₵ 6.8 trillion), government contributions accounted for 57 percent, donor 11 percent and GET Fund 22 percent. Analysis of recent trends in funding shows that the government of Ghana funding of Education (total resource) has declined, whilst donor funding has remained generally below 10 percent. These funding patterns raise the importance of making strategic choices and reassessing the targets

and goals for achieving EFA in Ghana. Expansion of JHS from 9 to 11 years, coupled with other commitments of the GOG to expand and improve access to post-JHS has huge financial and capacity implications. In 2004, it cost about 14 times as much to educate a tertiary student as a primary student. This has dropped to 10 times but even so, if a serious attempt is to be made to enroll all out of school children this will mean finding more resources for the JHS sector. Unless, donors increase their investment significantly, increased enrolments will be difficult to sustain. Already, expenditure on primary education is falling behind the targets set in Ghana's Education Strategic Plan. According to the 2006 sector performance report, the 10-year work plan for the education sector was estimated in May 15, 2006 to cost \$15.4 billion (annually about \$1.5 billion). Further increases in basic school enrolments would raise these levels even more.

### **2.11 Theoretical Perspectives**

The study would adopt the Epstein Model of Parental Involvement (EMPI) and Alternative Development Theory (ADT) as the theory underpinning this research findings and analysis. It is important to note that the adopted theories embrace a wide range of concepts which cannot all be applied to this study. The second part of this section gives the analytical framework/approach on which the data analysis for this study would be based.

### **2.12 Epstein Model of Parental Involvement (EMPI)**

Epstein (2010) developed the Model of Parental Involvement to explain the various ways educational stakeholders including parents can get involved in the academic achievement of pupils. There are parents who hold the perception that, it is their



responsibility to bring up their children till they start schooling, but thereafter it is the teacher who should do the education.

In view of this, as soon as their children start schooling and they pay their school fees, they assume it is the duty of the teacher to educate the pupil and see to their academic success. Such parents believe in separate spheres of environmental influence (Epstein, 2010). That is, the duties of parents as members of the community and the school in the education provision for learners are not intertwined. It is in light of such ideology that the community blame the school and the educational system for the failure in the JHS education provision.

On the other hand, there are some parents who believe the success of their children in school is not dependent on only the teachers but also on their partnership and participation. Such parents support the view that spheres of influence should overlap for the provision of education.

Epstein (2010) emphasized in her parental involvement framework that, there exist intertwined spheres of environmental influence where the school, family and the entire community play interrelated roles for the success of every pupil. Though there exist many forms of parental involvement due to the many existing definitions for the construct, among the types of parental involvement identified by Epstein is parenting, communicating and learning at home.

### **2.12.1 Parenting**

The EMPI outlines several things to consider during parenting. Thus, in order for families to establish home environments to support children as pupils, parents should be endowed with parenting skills that correspond with the developmental level and

academic stage of the pupil. Parents should be educated and made to see the importance in attending workshops, enrolling on parenting programmes, watch videos or read about their children's developmental stage in order to better support their education (Epstein, 2010).

Some parents may face challenges but when the community and the school come together, solutions can be identified. Also, the school can provide variety of means through which all parents can attain knowledge on parenting skills for each developmental stage of that will be in accordance in the provision of education. According to Epstein (2010) when parenting takes place, parents do not only know how to participate in the education of their children but also understand the developmental stage and level of their children and how to parent them. With this knowledge in parenting, teachers also understand the diversity of pupils they teach from understanding the different family backgrounds and culture of their pupils which guides the kind of education provided in the school. The pupils also get to appreciate and respect their parents for their support as well as develop positive personal qualities and values from their home. They are able to balance their after-school hours between chores and homework and they develop a positive outlook on their academic achievement (Epstein, 2010).

### **2.12.2 Communicating**

Another most important thing in the EMPI is effective communication. For communication to be effective there must be the possibility of school-community and community-school communication about the educational programmes pertaining in the school. Parents can be updated on the education provided for their children through weekly or monthly reports containing pupils work and progress in the

school. Also, Epstein (2010) mentioned that opportunity should be created for the community to meet with teachers to find out more about their children at school. At the end of every academic term, community members who form the Parent Teacher Association (PA) should be invited over to the school to receive the report cards of their children in order to have a discussion with the class teacher of the children's progress.

Whenever there is a PA meeting, each parent should be able to understand and contribute to the issues being discussed. In view of this, a common language is necessary for better comprehension of issues. Parents should be informed on all school rules and regulations and other policies so they can go through with their children Epstein (ibid). Challenges faced with the communication on the provision of education to community members is mostly done during PA meetings in English with no provision for language translators. This discourages some parents from subsequently attending other PA meetings. Also, Epstein (ibid) mentioned that most parents are content with school-to-home communication and show little or no concern when there is no home-to-school communication.

They only visit the school of their children when they have been invited over by a teacher based on an issue. When communication is effective, community members get to know on-going school programmes and are able to monitor the academic progress of their children. In view of this, both the school and the community are able to make informed decisions based on information they receive Epstein (ibid).

### **2.12.3 Learning at home**

For parents to participate in the learning of their children at home, they must have a fare knowledge on the kind of education being provided at each academic level.

According to Epstein (ibid) there must be regular schedule of interactive activities that will require pupils to discuss with their parents on what is happening in their school. This will get the parents informed on the education being provided in the school.

Epstein (ibid) added that parents should have at hand a copy of the school's activity calendar at home in order to follow on with everything going on in their children's school. Community members should be able to create conducive environment with good lighting system and needed learning materials provided for pupils to feel comfortable learning at home.

The challenge associated with this type of parental participation is that most parents do not get involved with learning at home of their children because they have little or no idea on what goes on in the school. However, helping with learning at home is not limited to only education related issues. It also includes listening to children when they talk about school activities, encouraging them, praising them, monitoring them and even relating school work to real life events. As stated by Epstein (ibid), when parents get involved in learning at home, teachers gain satisfaction from knowing parents fully support their children in their education while parents also become aware of their children as learners. Pupils are able to complete their educational work, develop positive attitude towards school work as well as a positive self-concept on their abilities.

Desforges and Abouchar (2003) broadly classified the types of involvement Epstein (2010) identified under school-based parental involvement and home-based parental involvement. School communication and school participation are the two types of school-based parental involvement. Activities such as parent meeting with teachers

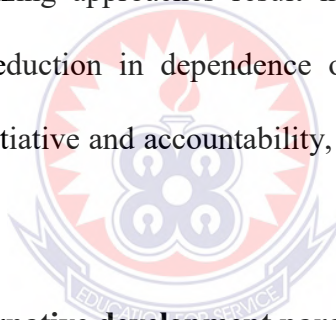
of their child to know their academic progress and to remedy any identified learning or behaviour disorders are grouped under school communication while school participation includes activities such as parent attending school meetings and programmes, participating in school decision making as well as participating in various school activities (Desforges & Abouchaar, 2003; Jeynes, 2005).

American and European parents are said to practice school based parental involvement. They prefer to visit their children's school, go on educational trips with them, volunteer in children's school and be present at Parent Teacher Association meetings (Seal, 2010). On the other hand, home supervision and home discussion are the two types of home- based parental involvement. Parents discussing of school lessons and events with their children are what is termed as home discussion while monitoring children after school is referred to as home supervision (Desforges & Abouchaar, 2003). These are what Epstein (2010) grouped under learning at home. According to Seal (ibid), what classified a Chinese parent as participating in the education of their children was a parent that created a favourable home learning environment for the child and continuously urged them to try harder to succeed, since education was seen as the only way to enjoy a better life. Though Asian Americans also practice more home-based parental involvement, research indicates that mothers are mostly responsible to see to the academic work of children as fathers support financially (Kim & Wong, 2002; Sheldon, 2002).

### **2.13 The Alternative Development Paradigm (ADP)**

The term 'alternative' denotes a choice, and in particular the choice of a non-traditional or unconventional option (McLennan, 2012). Alternative development has been concerned with redefining the goals of development and introducing alternative

practices of development - participatory and people-centered. It can be viewed as concerned with local development, with alternative practices on the ground, or as an overall institutional challenge to Mainstream Development. Proponents of alternative development argue that international capital transfers do not automatically convert into productive investment in the receiving country (Korten, 1990); and see global issues of poverty, environmental failure and social violence as related directly to the failure of development to address the areas of justice, sustainability and inclusiveness. Furthermore, they argued that past approaches to development may actually have exacerbated the problem (Korten, 1990). This approach encourages people to mobilize and manage their own local resources. It is believed that the decentralized, self-organizing approaches result in more efficient and productive resource management, reduction in dependence on external resources, increased equity, increased local initiative and accountability, and a strengthening of economic discipline.



### **2.13.1 Critics to the alternative development paradigm**

Alternative development has gained popularity since the 1970s. Critics have criticized alternative development for putting too much attention on local development and ignoring national and international policies and their impact on local development and this undermines globalization (Parnwell, 2008; Hailey, 2001). In the education sector, decentralization of educational management and financing and the expansion of NGOs and public-private service provision stimulate competition and efficiency among schools. Many donors often call for a greater engagement of the civil society for effective accountability and service delivery at the local level. It is still appropriate as a means of meeting the needs of people not captured by main stream developmental efforts, argues (Parnwell, 2008).

## **2.14 Participatory approach to development**

The Participatory Development paradigm contends that people are capable of identifying their needs and aspirations in their own way. Chambers (1997) states that participatory development is the continual involvement of communities. Different views on what really participation is and who participates is what complicates this concept. Mikkelsen (2005) adds that the conceptual diversity of participation may indicate or amount to little or to more than it being a catch word devoid of real content.

### **2.14.1 Critic to participatory approach to development**

Despite its strength, different scholars have recently questioned and criticized participatory approaches. According to Hailey (2001), participatory facilitators who are seen as outsiders can use their positions and authorities to override existing decision-making process within the community. Pieterse (2010) again, held the sentiments that participation is a deeply problematic concept that seem to just be an improvement on the top-down approach as it tend to exclude others. Notwithstanding, Participation approach is still the most usual form of promoting participation. Yet, further empirical evidence and analysis is needed of whether and how the structure of participatory approach include, protecting and securing the interests of community members, and of what are the connections between participation of the community and furthering their social and economic good (Mikkelsen, 2005). This will require deeper analysis on successful participatory projects that focus on process, power dynamics, and patterns of exclusion and inclusion. This could be done by process documentation of consensus building and decision-making within communities.

## **2.15 Community development concept**

Community development is another concept under the umbrella of alternative development paradigm which also guided the study.

### **2.15.1 Community development**

Community development is in line with the new agenda of government rollback and decentralization, and individual participation that results in collective and individual good. This is all done primarily through local efforts by local community participation at all stages from goal selection through mobilization of resources to execution of projects. The study sees community development concept very appropriate as a guide to data analysis for this thesis. community schools are a local initiative, with an aim to improve access to and quality of education for the excluded and less developed rural populations of the Bontrase Circuit and Awutu Senya as a whole. The project aims at improving access to public services by enhancing a community's capacity to act collectively to obtain the public good.

The greatest advantage of the community development concept is that it is a part of alternative development with an emphasis on development from below. Studies have shown that the participatory approach in community development is beneficial in a number of ways. In the field of education for instance, Mansuri and Rao (2004) reported that community managed schools in El Salvador had fewer absentees than centrally managed schools. In the same vein, Fonchingong and Fonjong (2003) acknowledges that the concept of community development, stresses on the importance of increasing people's sense of responsibility, and looking at external assistance as just supplementary, but never replacing local initiatives or efforts. In view of this, the study sees community development concept very appropriate as a guide to data



analysis for this thesis. This is because community schools are a local initiative, with an aim to improve access to and quality of education for the excluded and less developed rural populations of Bontrase Circuit.

### **2.15.2 A critic to community development concept**

Community development concept has also been criticized just like any other concepts in the alternative development paradigm. Despite the critics to community development concept, it still remains vital in the field of development studies. It seeks to provide an alternative to failed state driven approach to development, hence, its relevance to this study.

### **2.16 Analytical framework**

This section provides an analytical framework for the study of community schools. It gives a critical review on how both participation and community development concepts are applied to guide the analysis of data.

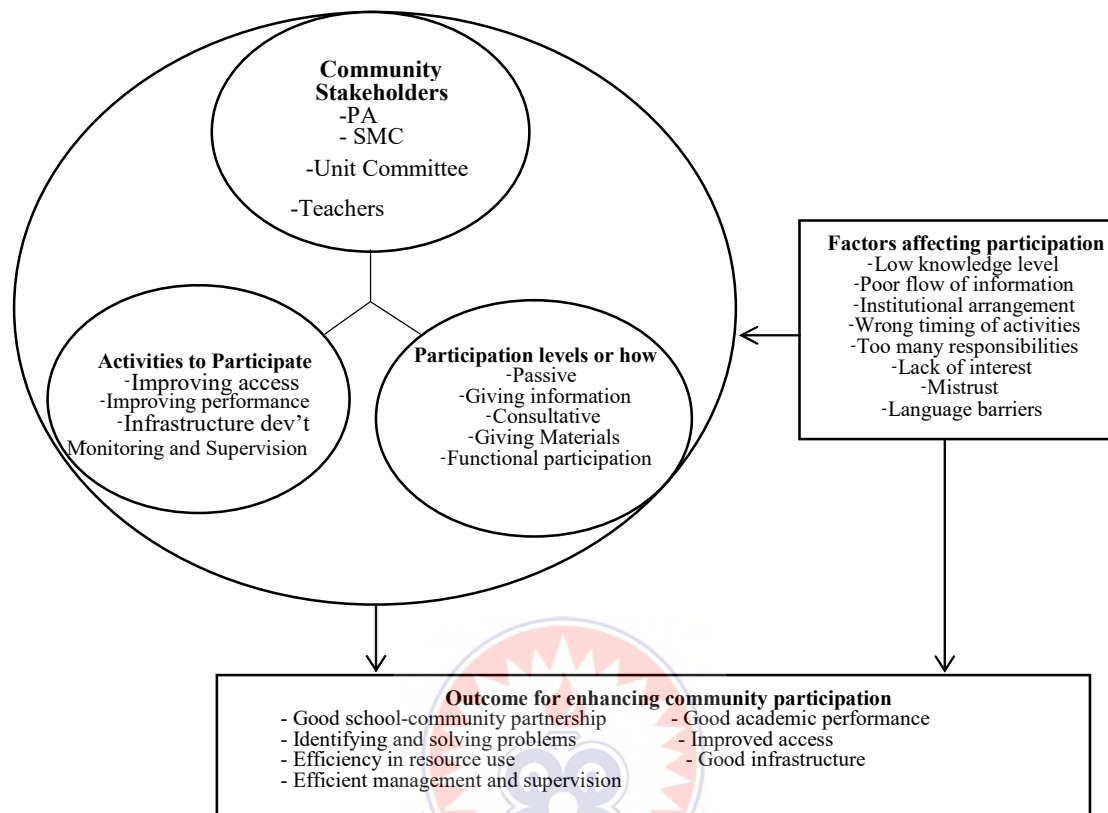
#### **2.16.1 Participation**

Participation may refer to the involvement of various stakeholders who may have different interests and abilities in a project. The participatory approach to development in this study is used due to the advantages it is associated with, in comparison to the top-down approach. The participation of the various stakeholders would be analyzed to give answers to the extent to which they are participating in improving education delivery.

#### **2.16.2 Community development**

Community development has been defined as development below national level and as an alternative approach to failed state driven development. This concept would

help to explain how local development through the development of community schools is necessary.



Source: Adapted from Kalemba, (2013).

**Figure 2.4: Analytical framework**

Community participation in education can be visualized as an interplay of elements (actors/agents), processes (activities) and principles (participation levels/how). In the practical participation space, the relevant stakeholders (Teachers, Unit Committees, PA and SMC Executives) engage in several activities that promote access, enhance academic performance, improve infrastructure and ensure monitoring and supervision. Who participates, in what activity and at what level is influenced by a mixture of external procedural, institutional, cultural and socioeconomic factors such as low knowledge level, poor flow of information, wrong timing of activities,

mistrust, etc. Community participation can produce effective results if perverse external stressors are handled well, the framework says.

### **2.17 Research gaps**

According to Taylor (2007) on understanding community participation portrays that previous studies of factors influencing the level of community participation has tended to take a general approach using a single theoretical framework to explain community participation and fails to explain why community participation have not improved over time. A clear picture of the factors influencing community participation in education provision has not emerged from the previous studies. Mostly, the studies concentrate more on the influence of community participation on academic performance. The existing body of knowledge is not sufficient enough to explore community participation in education provision. There is contradiction on how and when the community should be involved on the provision of education.

Despite the importance of community participation, it appears there is little empirical evidence on community participation in education provision with specific reference to the context of Bontrase community.

### **2.18 Summary of Literature Review**

This chapter presented the relevant literature of community participation in the provision of education and provided information about the theoretical framework with emphasis on Epstein's Model of Parental Involvement, parenting, communication, learning at home and Alternative Development Approach theory. Also, literature was reviewed on; Concept of Community, Concept of Participation and Community Participation in Education, Forms and levels of community participation in education and Ways of improving community participation in the development of Junior High

Schools. Other literature relevant reviewed include; School Management Committee, Parent – Teacher Association and Financing education. The next chapter which is chapter three focuses on the methodology of this study.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Overview

This chapter presents the research paradigm, research approach, research design, study area, the target population, sample size, sampling techniques, the instruments used for data collection and data analyses procedure, piloting the interview guide, data collection procedure, conducting the semi structured interview and focus group discussion, data analysis, ethical considerations, trustworthiness of the study, positionality of the researcher and summary of the chapter. The study is purely qualitative work underpinned by the interpretive paradigm.

#### 3.1 Research paradigm

The term paradigm is derived from Greek meaning pattern (Kivunja & Kuyini, 2017) and has been broadly defined by many academics. For instance, paradigm is perceived as “a way of seeing the world that frames a research topic” and influences the way that researchers think about the topic (Hughes, 2010, p. 35). Fraser and Robinson (2004, p. 59) also argued that a paradigm is “a set of beliefs about the way in which particular problems exist and a set of agreements on how such problems can be investigated”. Hughes (2010) further asserts that research is undergirded by paradigm, a specific way of “seeing the world and making sense of it” (Mukherji & Albon, 2015, p. 24). This study employed a constructivist paradigm which is alternatively known as a naturalistic and interpretive paradigm (Guba & Lincoln, 1989; Merriam & Tisdell, 2016), to explore community participation in education provision. The researcher assert that the experiences of the participants selected for this study could be constructed into knowledge through interpretations and reflections. Proponents of

constructivism also believe that “entities exist only in the minds of the persons contemplating them” (Lincoln & Guba, 2013, p. 39). Also, according to Cresswell (2014), constructivism deals with the development of subjective meanings and understandings of one’s personal experiences concerning specific topics based on their social and historical background.

Every researcher has particular understandings on what is knowledge and what is truth (Chilisa & Kawulich, 2012). Such understandings shape researchers’ thoughts and views about themselves and other people. In other words, the paradigm adopted for a study directs the researchers’ investigation which includes data collection and analysis procedures. Paradigm therefore has important “implications for every decision made in the research process” (Kivunja & Kuyini, 2017, p. 26). The following are essentially connected to a research paradigm, ontology, epistemology and methodology. In other words, the epistemological explanation is limited by the ontological explanation of a research. The methodological explanation is further obliged by the epistemological and ontological explanation of a research (Lincoln & Guba, 2013). Antwi and Hamza (2015) described ontology as “the way the investigator defines the truth and reality”. According to Lincoln and Guba (2013, p. 39), ontology deals with the questions, “What is there that can be known?”, or, “What is the nature of reality?”. As it was put forth by (Bunnis & Kelly, 2010) that the ultimate truth has been regarded as not existing and reality is subjective and changing. Epistemology deals with the sufficient and valid kinds of knowledge (Gray, 2014). The questions related to epistemology is, “Is knowledge something which can be acquired on the one hand or is it something which has to be personally experienced?” (Kivunja & Kuyini, 2017, p. 27). As per Guba (1990, p. 27) Epistemology has been

explained as the process by which the investigator comes to know the truth and reality or, put another way, how do we know what we know? As such, epistemology examines the relationship between the inquirer and the inquired into. With regards to the constructivist paradigm that is interpretivism, reality is something relative as described previously on ontology. The multiple realities that exist are built between the researcher and participants (Bunnis & Kelly, 2010). Gray (2014, p. 20) has also indicated that varied interpretations of the world are “constructed and not discovered” between both parties, researchers and participants.

Methodology has been defined as “the method used in conducting the investigation” by Antwi and Hamza (2015, p. 218). In addition, (Kawulich, 2015, p. 1) described methodology as, “How should we study the world”. According to Lincoln and Guba, (2013, p. 39) the fundamental question related to methodology is “How does one go about acquiring knowledge?”. In conducting a study, methodological aspect of the research must agree with the ontological and epistemological stances. In relation to the interpretivist paradigm, it is known that there is no single reality, and the construction of multiple realities are made through interactions. As put forth by Crotty (1998) social, cultural and historical perspectives play an important role in shaping people’s sense about the world. Therefore, the constructivist paradigm believes that the methodology utilized in research should explore “the minds and meaning-making, sense-making activities” (Lincoln & Guba, 2013, p. 40) as is often practiced in qualitative research (Creswell, 2014) such as the case study approach that uses methods including interviews and observations.

As stated by Grix (2004), the interpretivist paradigm has been criticized for, among other things, being soft, incapable of yielding theories that could be generalized to

larger populations and the involvement of the researcher with participants which leads to lack of objectivity. Richards (2003) disagrees and states that qualitative inquiry is not “soft... it demands rigour, precision, systematicity, and careful attention to detail” (p.6). Positivism assumes that reality exists independently of humans and that It is not mediated by our senses and also governed by immutable laws. The ontological position of positivists is that of realism. Positivists strive to understand the social world like the natural world. In nature, there is a cause-effect relationship between phenomena, and once established, they can be predicted with certainty in the future. For positivists, the same applies to the social world. Although positivist research has its merits, there are social phenomena that could be best investigated under the interpretive paradigm. Surveys, closed ended questionnaires and lists of numbers alone are sometimes not the best option because “they are not designed to explore the complexities and conundrums of the immensely complicated social world that we inhabit” (Richards, 2003, p. 6) of which this study is no exception. Community participation in education provision is a social phenomenon and therefore the researcher intend to draw knowledge from the experiences and views of the respondents selected for this study. Based on this the interpretive paradigm will help the researcher to explore the topic to gain in-depth information.

### **3.2 Research approach**

Kothari (2008) considers research methodology as an approach the researcher use to investigate the study based on the philosophical basis on which the research is found. According to Creswell (2003, p.18) a qualitative approach is “one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed, with an intent of developing a theory or pattern) or advocacy/



participatory perspectives (i.e., political, issue-oriented, collaborative, or change oriented) or both.

1. It also uses strategies of enquiry such as narratives, phenomenologies, ethnographies or grounded theory studies. In conducting this research into community participation in education provision in Bontrase Circuit in the Awutu Senya District, the researcher applied qualitative research approach since the study sought to get in depth information about the phenomena. Qualitative research approach was considered on the fact that it is highly exhaustive and reliable because it allows deep exploration of respondents to obtain information that is purposively comprehensive (Cohen et al., 2000). Bryman (2008) argued that qualitative research is seeing through the eyes of those studied and understanding the meaning people attribute to their world. The researcher believes that using qualitative research approach help getting more information and data on how the community members contribute to education provision in their area. The approach gives room to the researcher to enter the participants' personal world in order to gain deeper and clear understanding of their knowledge, experiences and feelings (Creswell, 1998). Qualitative approach was also selected because its data collection method allows using more than one technique. The use of more than one technique enabled the researcher to counter and strengthen data reliability.

Furthermore, the approach was used because sampling was predominantly purposeful, which enabled the researcher to obtain rich knowledge related to the study. Also, the qualitative research approach enabled the participants to describe and narrate their experiences in their own words. Research on community participation in education

provision in Bontrase circuit in the Awutu Senya District of the Central Region of Ghana is apparently lacking. Qualitative approach is thus necessary in view of the exploratory nature of the subject. In as much as qualitative research approach provides indepth information, the approach also has some weaknesses or limitation. Bryman (2008) critically explain the common critique as advocated by many research scholars which included the following;

- a. The qualitative research is subjective and not value free. The qualitative findings rely on how the researcher view information whether it is important or not. In a simple way, the qualitative research approach lack objectivity and depend mush on the researcher's interest.
- b. The qualitative approach lacks transparency during the research process. In other words, it is very difficult for the individual to know exactly what the researcher did and how she/he arrives to the study's conclusion. Bryman and Burgess (1994) argue that the process of qualitative data analysis is frequently unclear.
- c. It is difficult to replicate a qualitative study simply because most of the qualitative researches are unstructured and rely on the qualitative researcher's ingenuity (Bryman 2008:391) and there is no standard procedure to follow. As it was explained earlier, the qualitative research is not value free and largely depends on the researcher interest.
- d. The problems of generalization. It is very difficult to generalize the finding found in one or two case to represent all cases.

There are many research designs that form the blueprint for data collection, analysis and discussion. One of these researches designed adopted is the case study research design.

### **3.3 Research design**

According to Babbie and Mouton (2001), in qualitative research, design involves studying human action in a natural setting and through the eyes of the actors themselves, together with an emphasis on detailed description and understanding of the phenomena within the appropriate context. Also, according to Bryman (2008, p.31) research design entails the detail exploration of the specific case, which could be community, person or organization. It is therefore clear that, research design is a framework for collecting and analyzing data. In fact, Kothari (2004) also sees research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In conducting research, research design is very important as it play major task in defining the research problem. Naturally, it is a logical model of proof that allows the researcher to draw inference concerning the causal relationship among the variable under investigation.

The study employed the case study research design. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context especially when the boundaries between phenomenon and context are not clearly evident (Yin, 1994: 13). Every method of social research has its weaknesses and limitations. To opt, therefore, for a case study approach is not intended to deny the value of other ways of collecting evidence. Other research strategies may be as, or more appropriate in given situations. Nevertheless, the case study approach is

probably the most appropriate strategy to uncover how Bontrase community members participate in the provision of education. Besides, case study is the appropriate strategy when a researcher is dealing with events over which he or she has no control (Yin, 1994).

The choice of the case-oriented strategy is thus related to the nature of the phenomenon under study. Community participation is an event over which the researcher has no control. Any strategies to achieve a high degree of community participation require careful examination of communities because each community is unique, and complicated in its nature. In this regard, the case study design is the preferred approach to study the Bontrase community in its entirety and how it relates to the provision of education. The case study design provided the researcher with more information about community participation in education provision. The purpose of the study was to explore community participation in education provision in schools in Bontrase Circuit in Awutu Senya District of Education. The study sought to find out the forms of community participation in the administration of basic schools in Bontrase Circuit.

The study again sought to find out how community participation affects the development of basic schools in Bontrase Circuit. Also, the study sought to look at some barriers to community participation and identify strategies that could be employed to promote greater community participation in the administration of basic schools. Findings from this study were to be the basis on which recommendations on community participation in education provision in Bontrase Circuit in the Awutu Senya.

### **3.4 Study area**

The study was carried out in Bontrase circuit in the Awutu-Senya District. The population of Bontrase, according to the 2010 Population and Housing Census, is 8,884 representing 10.23 percent of the district's total population. Males constitute 47.1 percent and females represent 52.9 percent. The indigenous people of Bontrase are of the Guan ethnic stock and celebrates the Akomase and Awubia Festivals. Majority of the people are farmers who cultivate crops like mango, maize, cassava and pepper. Bontrase circuit comprised of six (6) community schools which included Odotom, Mfadwen, Ayiresu, Bontrase, Aberful and St. Francis basic schools. All the Schools were established between the year 1946 and 1954.

The study focused on public Junior High School headteachers, teachers, the School Management Committee and the Parents Association in the circuit because they are much involved in the administration of the school and made the collection of data easy to the researcher. Also, the necessary character traits of the behaviour and attitude and all the components of a complete community could easily be found in them. Researcher decided to conduct the study in Bontrase Circuit because it was evident from reviewed literature that educational research on community participation in education provision was very scanty.

### **3.5 Population**

According to Sekaran (2000), population is considered to be any group of people, events or things that are of interest to the researchers and that they wish to investigate. On the other hand, Best and Kahn (1993) observed that population is the entire group of individuals, firms, plants or things that have one or more characteristics in common that are of interest to the study. Cohen et al. (2000) rather define target population as

all members or individuals or groups or other elements that are expected to be represented in the study. The study mainly targeted the Bontrase Circuit basic schools made up of The Head teachers and Teachers, School Management Committee (SMC), and Parent Teacher Association (PA) Executive members of the six basic schools of Awutu Senya District of Education constituted the population for this research. To study the target population or the whole population to arrive at generalizations would be impracticable, for reasons such as a change in the characteristics of the population to be measured, cost, time space and the reliability of the measurements. It is noted that, analyses are best when conducted on samples that are still fresh (Sarantakos, 2005).

### **3.6 Sample size and sampling technique**

Creswell (2005) has noted that in qualitative research, “the intent is not to generalize to a population, but to develop an in-depth exploration of a central phenomenon”, which is best achieved by using purposeful sampling strategies (2005, p.203). A random sampling strategy would be inappropriate for the exploration of the central phenomenon of this study because the purpose here is not to generate a representative sample and then generalize the results to other coordination mechanisms or other contexts, but rather to learn from people who are 'information rich' and can best help to understand the specific interest of this research, Community Participation in Education Provision. Purposive sampling is one in which the researcher selects participants based on the purpose of the study. Maxwell (2005) defined purposive sampling as a selection strategy in which particular settings, persons or activities are selected deliberately in order to provide information that cannot be gotten as well from other choices (p. 88). Also, according to Creswell (2011), purposive sampling is advantageous since it enables a researcher to ascertain the exact data from

respondents. The maximal variation sampling strategy was used to sample a total of twenty-four (24) participants out of the total target population which consisted of headteachers, teachers, SMC and PA executives for the gathering of data. According to Creswell 2005, as cited in Kusi 2012, Maximal variation sampling strategy is a type of purposive sampling strategy in which the researcher samples cases or individuals that differ on some characteristic or trait. The procedure requires that you identify the characteristics and then find sites or individuals that display different dimensions of the characteristics"(Creswell, 2005 cited in Kusi, 2012, p.83). This will enable the researcher to build multiple perspectives. The maximal variation sampling allowed researcher to categorise participants according to their experiences and the number of years spent on the board in the administration of the various schools in the circuit to access their views to build some kind of complexity into the study. They furnished information on roles played by community members directly or through their participation in school administration.

### **3.7 Research instrument for data collection**

Research instrument refers to the tool used by researchers to measure variables of interest in research (Salkind, 2010). On the other hand, Kothari (2004, p.7), defines the research instrument as the methods that the researcher uses in performing research operations. In a simple way, research instrument refers to all the methods that researcher employs to collect data in his or her research study. Guided by the research objectives, formulated research questions and reviewed literature on community participation in education provision, data for the study were gathered with the use of semi structured interview and focus group discussion. The different methods of data collection will help me to collect more information from both semi - educated and more educated ones.

The use of more than one method data collection also permitted the researcher to combine the strength of each instrument while correcting some of the deficiencies as to increase validity of data generated. Each instrument for collecting data has its own strengths and weaknesses, therefore using more than one data collection instrument had permit the researcher to combine the strengths and correct some of the deficiencies of using one source of data.

As stated by Dencin (1994, p.28) that “No single method adequately solves the problem of rival causal factors...(.) Because each technique reveals different aspects of empirical reality...(.) Multiple methods must be employed. I now offer as a final methodological rule that multiple methods should be used in every investigation”.

### **3.7.1 Semi-structured interviews**

Babbie (2007) stated that a qualitative interview is an interaction between an interviewer and a respondent in which the interviewer has a general plan of inquiry, including the topic to be covered. Bryman (2008, p.196) argued that in the semi-structured interview, interviewee asks general of interview schedule but is able to vary the sequence of question. For the exploration of the central phenomenon of this research, a semi-structured interview design was deemed most appropriate. Semi-structured interviews involve the use of open-ended questions as an interview guide, and this method is crucial to the study in order to gather more in-depth information relating to the research problem.

Researcher decided to use this instrument because of its flexibility to both the respondents and interviewer. The researcher also decided to choose semi-structured interview because of the nature of the study, the researcher’s topic must determine the choice of method to be used in data collection. Since the research topic is on



community participation in education provision and therefore, semi-structured interview will provide a better way of catching the point of view of respondents and getting inside information. As stated by Rwegoshora (2006, p.128) that semi-structured interview is very useful because it helps the researcher to know about the subject matter at first hand. These interviews were conducted to determine the barriers to community participation in the administration of basic schools in Bontrase Circuit. Also, the choice for selecting semi - structured interview was based on the following considerations as well:

- a. The semi-structured design gives the participants ample time and scope to express their diverse views and allows the researcher to react to and follow up on emerging ideas and unfolding events (Nohl, 2009).
- b. Results obtained through semi-structured interviews can be compared among each other since all participants are required to express their views about the same general themes (Nohl, 2009).
- c. Semi-structured interviews allow not only for assessing the participants' opinions, statements and convictions, they also allow to elicit narratives about their personal experiences (Nohl, 2009).
- d. Open-ended questions allow the participants to freely voice their experiences and minimize the influence of the researcher's attitudes and previous findings (Creswell, 2005).
- e. Anonymity was guaranteed in order to give the participants the opportunity to freely express their views and encourage them to also address politically delicate issues.

A list of guiding questions was compiled and used to guide the interview session in order to make sure that participant addresses in the interview process the issues that are of interest to the study. However, this list was not used for standardizing the data collection procedure, it only provided a frame for the discussions and was intended to trigger and guide the researchers' data. During the interview processes respondents were free to answer the questions as they wished and given room to ask questions for clarification.

### **3.7.2 Focus group discussions**

Focus group discussions (FGD) refer to, typically, 12 to 15 people brought together in a room to engage in a guided discussion of some topic under study (Babbie, 2007). In other words, focus group discussion can be define as a structured group process used in a way of getting group of people to discuss selected issues on a selected topic with an aim of obtaining information about a particular topic (Silverman,2001). The main motive behind the use of this instrument in the study was to draw upon respondent's attitude, feelings, reaction and their experience towards the forms of community participation in the administration of the various schools in Bontrase circuit. Focus group discussions are important because they provide direct evidence about the similarities and differences in the participants' opinions and experiences as opposed to reaching such conclusions from ad hoc analyses of separate statements from each interviewee (Babbie & Mouton, 2001). Focus group discussions were used to collect information from selected participants who are knowledgeable on how community can participation in the provision of education.

For the purposes of this study, a total of two focus group discussions (FGDs) were conducted. The discussion was also to determine how community participation affect

the development of basic schools in Bontrase circuit. Each focus group was comprised of 6 respondents, representing varying interests. The focus group discussion was conducted democratically and respondents were allowed to ask questions and freely express their opinion. Furthermore, questions for these two focus groups were formulated around the forms of community participation in the administration of schools and also on how community can participation in the provision of education.

### **3.8 Piloting the interview guide**

To begin exploring community participation in education provision, pilot test was conducted in April 2021. One way to ensure that validity is achieved in any research is to conduct a pilot test of research instruments. A pilot test is defined as a mini version of a research or a trial run conducted in preparation of a full-scale study and may be conducted specifically to pre-test a research instrument. The latter is also called a 'feasibility' study. It can also be a specific pre-testing of research instruments, including questionnaires or interview schedules.

Teijlingen and Hundley (2001) and Tashakkori and Teddlie (2003) revealed that pilot studies are useful in both quantitative and qualitative research. Various authors have highlighted the importance of the conduct of a pilot test as fundamental to any research as it serves the function of helping to detect possible flaws in the measurement instrument (Teijlingen & Hundley, 2001; Watson, Atkinson, and Rose, 2007) and whether concepts have been adequately operationalized. This is achieved by piloting the instrument on a small number of participants having the same characteristics as those in the main study. Sekaran (2003) also argues that interviewees can bias data collected if they do not understand the questions put to

them and according to Calitz (2009) a pilot test of questions helps to identify unclear or ambiguous statements in the research protocol while Van Wijk and Harrison (2013) believe that pilot studies can add value and credibility to the entire research project.

In essence, a pilot test helps to ascertain how well a research instrument will work in the actual study by identifying potential problems and areas that may require adjustments.

In this study the researcher used semi structured interview and focus group discussion as the research instrument, and therefore a pilot test was conducted. Interviews were initially conducted with Assistant headteachers, teachers, SMC and PA who have key responsibilities in the administration of the schools. A total of eighteen (18) participants were purposively selected from the six schools. The researcher spent fifteen minutes with each participant during the interview. The interview was conducted in the staff common rooms of the various schools during weekends.

study helped to do the following:

1. Highlight ambiguities and difficult and unnecessary questions and discard or modify same.
2. Record the time taken to complete the interview to determine whether it is reasonable.
3. Determine whether each question elicits an adequate response.
4. Establish whether replies can be properly interpreted in relation to the information required (Teijlingen & Hundley, 2001).
5. Determine whether the researcher has incorporated all the questions necessary to measure all concepts (Berg, 2001).

6. Allow the researcher to practice and perfect interviewing techniques (Berg, 2001).

The interviews were conducted in rooms made available at the various schools. I ensured that these rooms were quiet. Letter of informed consent was given to each participant selected and researcher obtained approval from them. The interviews were recorded using digital IC recorders. The interviews ranged within a time frame of approximately 25 and 30 minutes. The interviews did not exceed 30 minutes so as to allow participants to attend to other personal commitments (Jacob & Furgerson, 2012). Including the social conversation, it was noticed that each session did not exceed the recommended time frame. The main reason for

Importantly, the pilot test assisted researcher to learn the skills in interviewing and the flow of conversation. Jacob and Furgerson (2012) suggest that building a good rapport with the participants could facilitate better responses. Although the general issues were deeply discussed, the purpose was mainly to develop good relationship with the participants. Both participants were given opportunity to discuss freely based on the questions asked as the researcher used probing questions to elicit for more information.

### **3.9 Data collection procedure**

After the proposal was approved by the Department of Educational Administration and Management, researcher acquired a letter of introduction from the Department as well. With the assistance of Bontrase COBHS Chairman, the researcher was able to have a meeting with the head teachers of the various schools. The meeting was aimed at gaining permission to carry out the research as well sharing the aims of the study. A further meeting was planned with the Executives of the School Management

Committee and the Parent Teacher Association for permission to conduct the study in their area. This meeting was further used for selecting the sample groups and individual members to be interviewed. Data collection was carried out during three months (April - June, 2021) fieldwork. Qualitative research consists of relationship building with the respondents. The researcher gathered the data in a conversational manner in order to encourage respondents to respond openly and honestly. At all times the researcher protected the integrity of the research by following professional ethics. During this study, the researcher protected participants by obtaining their informed consent and by including an explanation of the nature, purpose, and implications of the study, as well as the confidentiality and security of the data.

The collection process consisted tape-recorded interviews, written notes, the respondents' written responses to posed questions, informal e-mail, and face-to-face conversations. Respondents shared some examples of their discussion boards, but this was not a requirement. The respondents were under no obligation to show their discussion boards to the researcher. Throughout the study, the researcher focused on the objectives of the study.

### **3.9.1 Conducting the semi structured interview and focus group discussion**

A day to the agreed date, the researcher gave a notice in a form of a reminder to get respondents ready for the interview within the premises of their various schools. The time frame set for the interview was two months (thus in April and May) to give room for ample time. On the agreed date, the researcher went to the circuit to visit the schools to conduct 30 minutes' face-to-face interview with respondents at their convenient agreed time using the semi-structured interview guide. At the beginning of every session, the researcher made an opening introduction by informing respondents about

myself, my mission and why the researcher had chosen them to participate. The researcher made it clear to respondents that due to the nature of the interview, the researcher needed an instrument to capture all their views. With this agreement, a small digital voice recording device which did not obstruct the interview was placed at a very conspicuous place to allow their conversations to be captured. The recorded interviews were again transferred to the computer which made it convenient to transcribe. Again, the researcher complemented the work of the recorder with note-taking in the event of recorder malfunctioning. Pseudonyms were used to represent the respondents for the purpose of ensuring that anonymity and confidentiality were strictly adhered to. As courtesy demand, the researcher allowed a verbal appreciation to all those who helped to gather relevant data for their cooperation and participation.

### **3.10 Data analysis**

Crang and Cook (2007) acknowledge that data analysis as a process involves doing nitty-gritty things with paper, pens, scissors, computers and software. A qualitative data analysis approach was applied in this study because it is a process of making sense of research participants' views and opinions of situations, corresponding patterns, themes, categories and regular similarities (Cohen et al., 2007, p. 461).

Also, qualitative data analysis tends to be an ongoing and iterative process, implying that data collecting, processing, analysis and reporting are intertwined, and not necessarily a successive process (Nieuwenhuis, 2007, pp. 99-100). Based on this reason, and as espoused by Strauss and Corbin, (1998), I immediately began with the process of data analysis after the first interview by identifying patterns, in order to facilitate subsequent data collection because this process 'lacks a clearly series of procedures' (Bryman, 2012, p. 581). A qualitative case research study involves a

continuous interplay between data collection and data analysis (Strauss & Corbin, 1994). The researcher began analyzing data following the first interview to begin identifying patterns, and to facilitate subsequent data collection (Strauss & Corbin, 1998). Qualitative data was analyzed thematically (Braun & Clark, 2006). Thematic analysis is the method for identifying, analyzing and reporting patterns (themes) within data (Braun & Clarke, 2006, p.77). Interviews were audiotaped, transcribed (in vivo) and analyzed thematically (inductive analysis) using a qualitative data analysis software, ATLAS.ti.

Following data transcription, I quickly immersed myself into the data to familiarize myself with the codes. This was achieved through repeated reading of transcripts. An inductive approach means the themes identified were strongly linked to the data itself (Patton, 1990). This method of analysis was appropriate because it is a flexible and useful research tool which can provide a rich and detailed, yet complex account of data. The transcripts were read severally and summarized under themes based on the areas covered by the interview guide (Miles & Huberman, 1994).

The transcripts were sent to the respondents to check for accuracy. Further corrections were made and the corrected transcripts were used for discussion of the study. Stake (1995) contended that in qualitative analysis that, “there is no particular moment when data analysis begins (p. 71), which in this case made the researcher to analyze the interview data under the major themes of the research questions.

### **3.11 Ethical considerations**

In any research, there is the need for the researcher to consider ethical issues. Ethical issues are paramount because it ensures that, there is no infringement on respondents’ rights and privacy” (Creswell, 2014). Ethical issues in research is generally related to



the consequence of the research, the obtaining of informed consent, the protection of confidentiality of the participants, and the effect of both the participants and researcher's role in the research study (Patton, 2001).

Any social research study raises ethical considerations. This is because the research involves collecting data from people, and about people. There are numerous issues of ethical consideration in social research which the researcher needs to discuss with the participants.

Punch (2001) summarised the main ones as; access, informed consent, deception, privacy, and confidentiality of data. It is unethical to collect information without the acknowledgement of participants, their informed willingness, and expressed consent.

Neuman (2006) points out that ethics in research is a set of principles that reveal what is or is not legitimate to do in research practice. The researcher sought a permit to undertake this study. Ethical issues were taken seriously to conceal respondent's anonymity and confidentiality. Before the interviews, all participants were freely consented to participate in the study and were well notified through emails and on the day of interviews about their obligations and responsibilities, and the overall aims of the study were explained to respondents before the interview was being conducted.

Respondents were also assured beforehand that if they wished to pull out at any point in time during the study, they were free to do so. Consenting, especially in regard to respondent's identity is a very crucial ethical element in research, so assurance was given to all participants about how their personal identities and information they gave would be protected. All participants were assured that any sensitive data was kept confidential and their identity remained anonymous since this study was meant for

academic purposes only. To protect respondents from physical and psychological harm and to see that their rights are not violated, the researcher went about sorting for the respondents' consent. Their rights to informed consent were considered. These were done to free the respondents from being pressured in any way to participate in this work. Respondents were given enough time from morning to afternoon and sufficient information to enable them make knowledgeable decisions about participation and non-participation before the interview began.

After deciding on the setting of the study, the next important decision relates to how to obtain permission to access the place for the research. With this, the researcher first sought the consent of the traditional authorities of Simpa. The purpose of the study was stated to them, the procedure for the data collection and the type of research participants needed were also stated to them. In research, it is unethical to enter into an institution or study settings to collect data without permission from the authorities. After the researcher has sought permission from the authorities, it was important for the researcher to gain informed consent of the participants of the study. Informed consent is an agreement of the relevant individual and organizations on the basis of appropriate information. It involves giving information about the study, how the study was carried out, the nature of their participation, the time requirement, the kind of data to be collected, and how it will be used and reported. This enabled the participants to decide to participate in the study or not. People make decision to participate in the study depending on the quality of information they receive from the researcher. Anonymity and confidentiality of all participants were strictly ensured. Participants were encouraged to participate voluntarily, and participants were informed that they could withdraw from the study at any time, if they wish to do so. The researcher promised the anonymity of the research participants by ensuring that

the names and addresses of the participants were not indicated in the study. These were replaced with codes. They were ensured that recorded information, instrument for the data collection, and dissemination of research finding did not contain the names of the research participants. The research information gathered from the participants were not passed on to the department. All audio-recorded information was protectively stored in a personal recorder and later transferred to a personal password-protected laptop. The researcher transcribed all the interviews and for each participant, created a file which was identified using assigned pseudonym.

### **3.12 Trustworthiness of the study**

A major concern of every qualitative researcher is how to ascertain validity, reliability, objectivity, and generalizability (Marshall & Rossman, 2011; Patton, 2002). These quantitative constructs are particularly problematic in the social sciences simply because human behaviour is never static, nor is what experience more necessarily reliable than what one person experiences (Merriam, 2002). Smith et al (1994) argue that these concepts were originally associated with positivist research and therefore interpretive researchers were reluctant to consider them in their studies as it would mean accepting positivism as the only absolute source of knowledge. In place of these quantitative constructs, qualitative researchers used credibility, dependability, confirmability, and transferability (Marshall & Rossman, 2011). As Creswell (2009) notes, “qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures.

#### **3.12.1 Credibility**

Marshall and Rossman (2011) explained that credibility is the way to show the goodness, quality, or soundness of a study, which are the criteria by which a study is

judged valid and reliable in qualitative research. Several researchers, Creswell, (2009); (Golafshani, 2003; Kvale & Brinkmann, 2009; Marshall & Rossman, 2011; Merriam, 1998; Patton, 2002; Seale, 1999) have cited the work of Lincoln and Guba (1985) on procedures to ensure credibility of the qualitative studies.

These measures of credibility and validity of a qualitative study are listed as prolonged engagement, member checks, triangulation, audit trails, thick detailed description, peer debriefing, and reflexivity. To ascertain the credibility and accuracy of this study, the researcher employed triangulation, reflectivity, peer debriefing, audit trail, and thick detailed description.

Triangulation, according to various researchers, involves employing multiple sources of data and perspectives to increase the accuracy and credibility of findings (Creswell, 2009; Marshall & Rossman, 2011; Merriam, 1998); Patton, 2002). The study used multiple data sources and research methods to gather the data from the information rich respondents. Interviewing the school headteachers, teachers, PA and SMC Executives, introduced variety and helped provided understanding of the phenomenon from different perspectives. These included interviews and focus group discussions. This triangulation approach enabled the researcher to cross check if all methods employed to gather data generated consistent findings.

### **3.12.2 Member checking**

This is where the analyzed and interpreted data is sent back to the respondents for them to evaluate the interpretations made by the researcher and to suggest changes if they are unhappy with it or because they had been misreported. Respondents may reject an interpretation made by the researcher, either because it was socially undesirable or because of the way in which it was presented by the researcher

(Schwandt et al., cited in Anney, 2014). In order to ensure the credibility of this study, the researcher sent back the tentative findings to the respondents to grant them the opportunity to go through and evaluate the interpretation as well as to cross examine whether their views and opinions were correctly presented. After going through this process, all the necessary corrections were made before the researcher produced the final document for the study.

### **3.12.3 Transferability**

Transferability is the extent to which the findings from one study can be applied to another (Shenton, 2004). Transferability, a type of external validity, refers to the degree to which the phenomenon or findings described in one study are applicable or useful to theory, practice, and future research (Lincoln and Guba 1985), that is, the transferability of the research findings to other contexts. Transferability can be critical to the application of research findings because policy and management can rely on data, conclusions, and recommendations from a single or small number of research projects, often relying on evidence from a range of contexts that can be different to the one in which applications will be made. Thus, it is crucial that researchers clearly state the extent to which findings may or may not be relevant to other contexts.

From a positivist perspective, transferability concerns relate to the extent to which the results of particular research program can be extrapolated, with confidence, to a wider population (Shenton, 2004). Qualitative research studies, however, are not typically generalizable according to quantitative standards, because qualitative research findings often relate to a single or small number of environments or individuals (Maxwell, 1992; Flyvbjerg, 2006). Consequently, the number of research participants in qualitative research is often smaller than quantitative studies, and the exhaustive

nature of each case becomes more important than the number of participants (Polkinghorne, 2005). Often, it is not possible, or desirable, to demonstrate that findings or conclusions from qualitative research are applicable to other situations or populations (Shenton, 2004; Drury et al., 2011).

#### **3.12.4 Dependability**

Dependability refers to the consistency and reliability of the research findings and the degree to which research procedures are documented, allowing someone outside the research to follow, audit, and critique the research process (Sandelowski, 1986; Polit et al., 2006, Streubert, 2007). Dependability is linked to both credibility and confirmability (Lincoln & Guba, 1985). According to Shenton (2004), a researcher can establish dependability ‘if the work were repeated, in the same context, with the same methods and with the same participants, similar results would be obtained’. As a quality measure, dependability is particularly relevant to ecological and conservation science applications that are in the early stages of testing findings in multiple contexts to increase the confidence in the evidence (Adams et al., 2014). Detailed coverage of the methodology and methods employed allows the reader to assess the extent to which appropriate research practices have been followed (Shenton, 2004).

#### **3.12.5 Confirmability**

Shenton (2004) describes confirmability as ‘the qualitative investigator’s comparable concern to objectivity’ (p.72). He further explains that steps must be taken to help ensure as far as possible that the findings of the research are the result of the ideas and experiences of the participants rather than the characteristics and preferences of the researcher. Miles and Huberman (1994) contend that a crucial measure for confirmability is the extent to which a researcher admits his or her own

predispositions. To achieve confirmability, researchers must demonstrate that the results are clearly linked to the conclusions in a way that can be followed and, as a process, replicated. By providing a detailed methodological description, the researcher enables the reader to determine confirmability, showing how the data, and constructs and theories emerging from it, can be accepted (Shenton, 2004).

### **3.13 Positionality of the researcher**

In qualitative research, the researcher is the instrument throughout all the stages of the study (Bogdan & Biklen, 2003; Patton, 2002). Patton (2002) points out that one of the key elements that determines the credibility of a qualitative inquiry is the credibility of the researcher. Thus, this study positions the researcher as both an insider and outsider. By virtue of researcher's relationship with participants as a stakeholder, it was very easy for me to approach the various heads of the schools and relate with both the SMC and PA executives to gain audience. Bourke (2014) opined that there is a natural tendency for researchers to be attracted to people with who they share common characteristics and attributes. Throughout the research, the researcher was reflective of who I am in the study. Before the researcher embarked on this study, the researcher assumed that by virtue of my position I could easily gain entry access, make connections with respondents, and build good rapport and trust.

However, I needed to convince them that the study was solely an academic project. Upon entry and respectfully explaining the purpose of the study, respondents became receptive and open. Respondents readily received me and provided the information I required. During the process of data analysis and interpretation, I continued to reflect on who I am. By virtue of my position, the understanding I had about the data was deeper than if I were only an outsider.

This deep self-reflection helped me to prevent my thoughts, feelings, experiences, associations, or knowledge about the participation of community members in the affairs of the junior high schools in the circuit to interfere with the study. By restricting my personal preconceived notions and experiences to dominate proceedings, I was able to perceive the issues pertaining participation in the junior high schools with a fresh perspective.

### **3.14 Summary of the research methodology**

The study followed the qualitative research tradition using the case study design. Six schools, Odotom S.D.A. Basic, Mfadwen Anglican Basic, Ayiresu D/A Basic, Bontrase D/A Basic, Aberful D/A Basic and St. Francis Anglican Basic schools were used in the study. Maximal variation sampling technique was used to select information-rich respondents for the study. Semi structured interview and focus group discussion were the main sources of data. Data was analyzed and themes identified. Ethical issues were addressed. The measures of trustworthiness employ included credibility, member checks, peer debriefing, transferability, dependability and confirmability. The chapter following is about data presentation and discussion. Over there, I would present an ethnographic account about the results in the study.



## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.0 Overview

This chapter presents the major findings of the study obtained from the data gathered using an in-depth interview guided by a semi-structured interview guide and a focus group discussion. This chapter presents the findings of the study. It explores community participation in the provision of education at the JHS level in the Bontrase Circuit in Awutu Senya District in the Central Region of Ghana. The data was transcribed, coded and presented thematically based on the research objective as follows.

#### 4.1 Qualitative results

**Table 4.1: Key for attributing comments to**

Participants	Serial Numbers
School Management Committee Executives	SMCE 1 – SMCE 2
Parent Teacher Association Executives	PAE 1 – PAE 2
Head Teacher	HT 1 – HT 6
Teacher	T 1 – T 6
Focus Group Discussion Member	FGDM 1 – FGDM 6

Source: Author (2021).

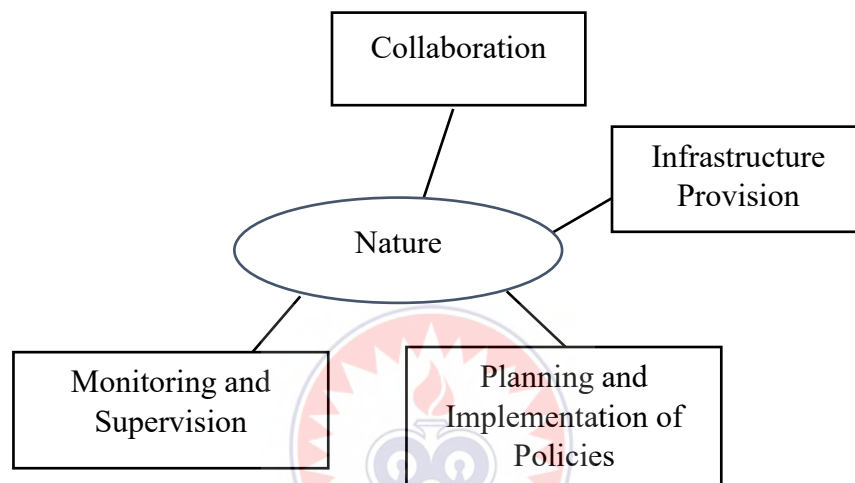
After primary data was collected, it was transcribed *invivo*, and coded inductively.

The codes generated were categorized into four major themes.

## 4.2 Themes and sub-themes

Analyses of the data from the individual interviews conducted revealed four (4) themes namely (Nature of community Participation, how community participation affects the development, Barriers to community participation and Strategies that could be employed to promote greater community participation).

### 4.2.1 Findings on nature of community participation



Source: Author (2021).

**Figure 4.1: Thematic map, showing five main themes**

Most of the participants described various ways the community participate to support the provision of education in the school. Participants revealed that they engage in community activities via PA meetings, Infrastructure provision, Monitoring and supervision and Planning and Implementation of Policies. One way that the community can engage in school activities is through PA attending meetings where issues are raised, discussed and clarified.

PAE1 revealed that;

“Oh yes. Sometimes especially at PA meetings parents are able to raise certain concerns as to what teachers are doing or we saw this here or this thing

happened, sometimes in a form of complains or direction or seeking clarification of certain things. So, in effect they also help in that order

HT4 commented that;

PA meetings we explain government policies to the parents. So normally it comes from us and goes to them and they also ask questions and clarifications are given. But you could also see that most of the parents have an idea about government policies so at such gatherings or meetings they are able to seek for clarification as far as how things are in relation to what we practice in the school because a lot of parents have an idea about the new curriculum and also capitation grants” ...

Also, on the nature of community participation, data revealed that collaboration was also a way that the community could engage in school activities. Some of the participants revealed that it was necessary for teachers to collaborate with themselves and the community and must also be a team player. Being a team player will help promote a healthy school - community relationship to foster effective teaching and learning. Again, during PA and SMC meetings both parents and teachers are able to draw closer in order to exchange ideas on how best challenges can be solved.

T3 highlighted that;

“It is necessary for the teachers to collaborate in the school. As a teacher, I must be a team player to ensure that teaching and learning is effective in the school At the JHS level, even if you teach your subject well. Example, if you teach English and only English the students perform well and in other subjects the performance is poor, will result in the entire performance of the teaching body not being the best. So there is the need for collaboration, friendship, togetherness among both the teachers and the community to allow effective teaching and learning

PAE1 expressed that;

Community participation, I think is very key because if you have a school and parents or stakeholders are able to draw closer where they can exchange ideas as to the success and may be the challenges of the school it is very important. So, in effect, we are doing our best even though we still have more room for improvement. But in terms of the participation of the community to the school it is improving

Again, data collected indicated that both the school and community, that is teachers and community members together with stakeholders come together in making important decision. Participants admitted that, there are aspects of decision making where all stakeholders need to come together and deliberate other than that will be very difficult if left to the headteachers and teachers alone to handle. For instance, when it comes to pupil's attendance, parent's assistance is key. The executives of PA and SMC asserted that, in order to take part in decision making they also call for joint meetings with the schools.

SMCE2 indicated that;

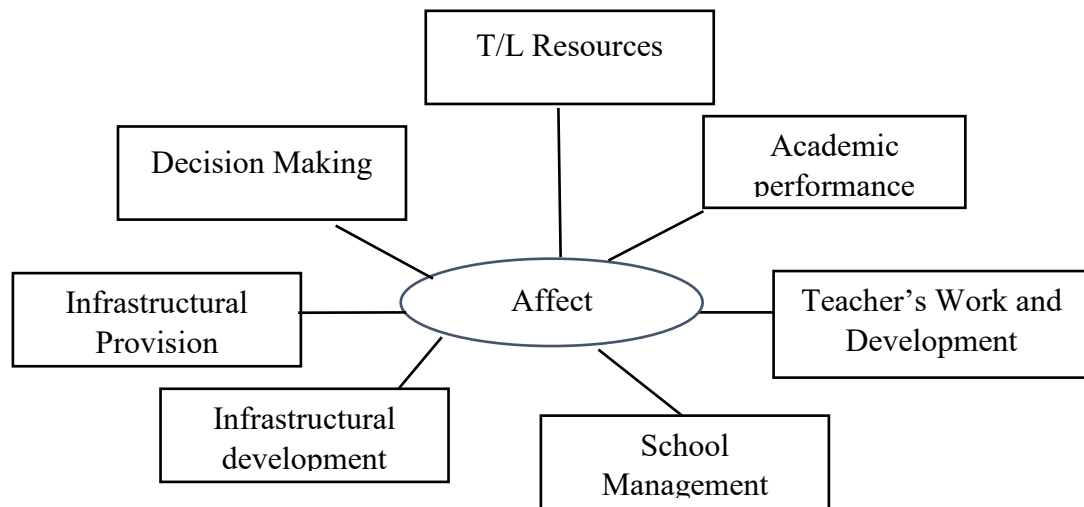
“There are aspect of decision making we would need the cooperation of the parents or the community. Decisions as to school attendance, pupils work etc if you don't involve parents, it would be very difficult. So, we do have that kind of engagement.

HT6 suggested that;

“I do this by organizing staff meetings where by if there are issues, we all bring minds together to arrive at consensus that will help improve the standard of the school”. T1 stated that; “First of all, when it comes to decision making, we organize PA meetings, SMC meetings for important decisions to be made and pay visits to the school regularly”.

To conclude, it emerged from the data findings on the nature of community participation among junior high schools in Bontrase Circuit included planning and implementation of policies where educational policies are explained in details to community stakeholders for better understanding of policies, collaboration among teachers and parents which results in creating a healthy school – community relationship through team work and coming together as an association to deliberate on issues to make important decisions.

#### 4.2.2 How community participation affects development



Source: Author (2021).

**Figure 4.2: Findings on how community participation affects development of Junior High Schools in Bontrase Circuit**

Community involvement in the affairs of the school can have influence on the school. This can be positive or negative. Firstly, most of the participants commented on how the community's participation affect decision making in the administration of the school. Participants revealed that, community participation in decision making was very low and this negatively affected the administration of the school. As stated, that it is during PA meetings that issues are being discussed and if attendance is poor decision taking becomes one sided. Some participant lamented that when the school and community came together under the umbrella as a PA and decided on how to give their JHS a face lift, the effort put in by community members was not very encouraging.

HT1 indicated that;

“Yes, if parents are aware, it is during PA; that is Parents Teacher Association when we call for meeting to discuss an issue and if there is poor attendance of stakeholders, it affects administration. You don't get the side of parents to actually make a decision.

HT3 commented that;

“Yes, since parents do not actually participate in decision making. You will realize that decision making becomes one sided. Headteachers and Teachers or the school always take decisions”.

HT5 highlighted that;

It has not been easy. Recently, our JHS block is not in the best of shape. So, we are making effort to internally try to make sure that we are able to give it a face lift. But you could see that there is always decision about how we should go about it from parents and stakeholders. But we are trying to manage and pull them along. Even though decisions in terms of helping put the JHS block has been made, effort being made is not so encouraging.

Again, some of the participant disclosed their views on how participation of the community affects the development of school in terms of students' academic performance. Participants views indicated that parents are not motivated to motivate their wards to learn at home in order to maximize their academic performance due to their low educational background. Some PA and SMC executive members also admitted that indeed it is a challenge on their part to help their wards at home but some also try to help. T4 expressed that; “Yeah, they are not being motivated to actually learn at home. And it goes on a long way to affect the academic performance especially at the finale exam. Yes, some of us do from time to time. We go and visit them at home”.

FGDM1 commented that;

It has always been a challenge. You could see that, the motivation of the children in the house or at home of home is very low. It is seriously affecting teaching and learning. You could see that the kind of motivation children should get from home when they closed from school is always inadequate as a result, you could see that it has direct effect on the children academic performance.

FGDM2 revealed that;

Most of them, because of their negligence they do not come to the school to monitor their wards; their wards also feel unconcerned. Some even tell their children that, “I don’t have money to continue your school after you have completed. It is farm that you have to farm. Because of this, the children are not motivated to learn.

PAE2 expressed that;

Yes madam, it is a challenge and true that most parents do not assist their wards in the house when it comes to helping them with their home work because of their low educational background do not actually put in the maximum effort needed and that affect pupil’s performance but some of us are trying our best in the house to help our wards.

On the issue of how community participation affects infrastructural development and the provision of teaching learning materials participants expressed that, schools in Bontrase Circuits have some infrastructure and teaching and learning materials but are not adequate meanwhile appeal has been made to stakeholders for assistance but to no avail. Also, it is a challenge as some community members are not able to fulfill pledges made to support the school with logistics during association meetings.

SMCE1 stated that; “For infrastructural we have but it is inadequate talk of desks is inadequate even ICT lab is not well furnished to enhance ICT learning and several appeals has been made to community stakeholders for assistance but to no avail”.

FGDM3 indicated that;

It is a challenge especially with logistics like furniture and those things like teaching learning materials. If you ask parents to assist in providing furniture for their wards it becomes a big problem for them. So even though they are doing their best, I think there is more they have to do.

SMCM2 highlighted that;

Some of them make pledges to support in the provision of infrastructure and some learning materials but at the end of the day nothing comes in. Recently, a parent promised providing a set of computers for the school during a PA meeting but up to now since last year nothing has happened.

Lastly, it came to light from the data on how community participation affects the development of Junior High Schools in Bontrase Circuit that teachers are being assisted by community members as was proudly asserted by participants that community members are ready to make rooms available for teachers. This gesture has gone all the way to create a healthy school – community relationship and also teachers upgrade their knowledge to enhance effective teaching and learning.

T2 stated that;

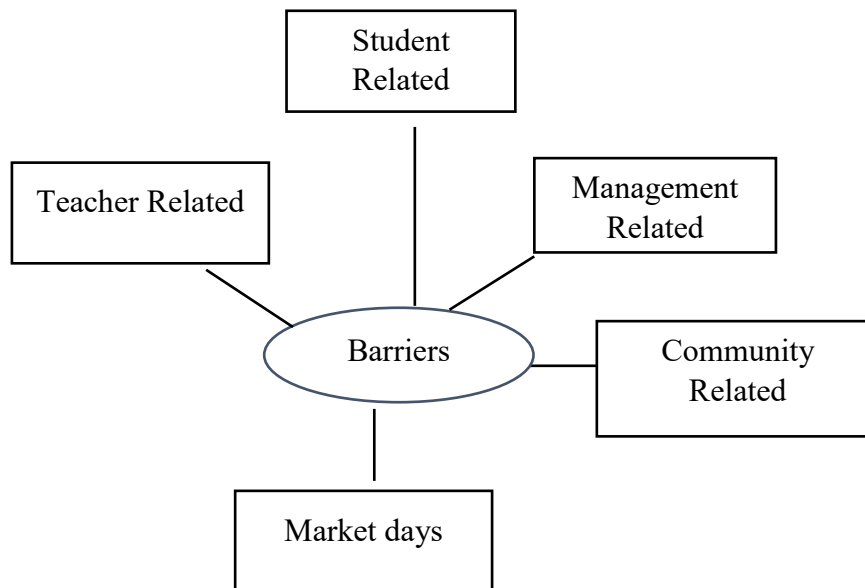
Oh yes. Sometimes they are able to readily make available rooms for teachers who want reside in the community those ones are there. So, I am sure with respect to that they are willing to help. We have not had so much problems between the teachers and the community. This has resulted in creating a cordial relationship between the school and the community.

HT2 expressed that; “Yes, teachers usually upgrade themselves and also find the ways and means of delivering their lessons to enhance teaching and learning”.

It emerged from the data on how community participation affects the development of Junior High School in Bontrase Circuit that community participation affect decision making in the administration of the school due to parents and stakeholders poor attendance during association meetings like PA and SMC; parents are not encouraged enough to motivate their wards to learn at home as a result of their poor academic background to maximize pupils academic performance; schools in Bontrase Circuit has to some extent challenges with teaching learning resources and infrastructure as the community assist in their own way and in the same way teachers upgrade themselves to enhance effective teaching and learning.



### 4.2.3 Barriers to community participation



**Figure 4.3: Data findings on barriers to community participation in the administration of JHS in Bontrase Circuit**

The responses outcome of interviewees and focus group discussions revealed that participants had various experiences as barriers to community participation. These barriers identified included; Teacher-related issues. Some of the participants highlighted this problem by citing some personal experiences. T5 indicated that; “I think, the parents feel that their educational background is quiet poor, they don’t like coming closer and sharing ideas on ways of improving the school. Parent see teachers to be superior to them”. PAE2 commented that; “Yeah, some of the teachers do not actually reside in the community. I come from afar and therefore am not able to take part in certain ceremonies that goes on in the community and I think it is a barrier”.

FGD4 highlighted that;

You could just see that there is always that kind of walls-apart when it comes to teachers and parents. They see you like; you are at a different level so not all are also free to have that kind of relationship but the few that are able to get closer. We are able to resolve it. The barrier in terms of teachers and the

community is the fact that some do reside in the community and others reside outside. So, for those who are in the community, you could see that the rapport is there. It is unfortunate that those who are not in the community are not able to engage with community members that much. The challenge is that those who do not reside in the community and for that matter may not be able to take part in important occasion in the community.

PAE1 indicated that; “Normally, teachers complained about inadequate textbooks for teaching. Lack of textbooks, so they always ask the community to come to their aid of which we try to help”.

Moreover, findings confirmed that some of the barriers to community participation in the administration of JHS in Bontrase Circuit can be attributed to students and management issues. Participants indicated that some students are not monitored and supervised at home and therefore do not pay attention to their books. Though measures are put in place to check absenteeism at school some students are truant and also the native language spoken makes it difficult for pupils to grasp the Fante and English language being used as a medium of communication at school. Participant highlighted on student related barriers as; T6 expressed that; “For the students, because they are not given much attention from their parents, they turn to have their own way by not being serious with their books. As a result, their academic performance gets low”.

T2 stated that;

Oh yes. We have some very stubborn truant students. It is not easy. But we always try to put measures in place to monitor them. You know, the student’s inability to come to school has so many factors. Some could be based on, the fact that it is the school that is making them stay at home. It could also be parents as well as other related activities. So attendance of pupils especially is not so encouraging because of these factors so in effect it is also a barrier.

FGDM5 highlighted that;

The key problem on the part of student’s performance here is about language barrier. Their L1 is the Awuttu language apart from the L1, fante is also learnt in the school which is now their L2 and at same time learning English

language as official language. Because the fante is not their L1, they find it difficult to learn the fante and the English as well. This has created big problem in schools and the teachers cannot speak their L1 too.

Furthermore, some of the participants disclosed that community related issues is also a barrier that hinders community participation in the administration of JHS in Bontrase Circuit. Data findings revealed that turn out of parents during meetings is very low and majority of parents do not visit the school to check the progress of their wards. Surprisingly, market days were also reported as a barrier affecting community participation in school activities. Participants expressed their concerns as;

FGDM6 commented that;

Hmm! Yes, like I said earlier, participation; there is a case where a school of three hundred (300) and over enrollment and averagely about thirty (30) or forty (40) parents come for PA meetings. So, you could see that it is only few parents who are so particular about coming for such programmes that are able to come. The rest sometimes play lackadaisical or laser fair attitude.

Language in the community is another factor. Yes, apart from the fante, they have the Awutu language. Few people also speak the ewe language as well. Because of the changes, you could see that culturally, their vocabularies in some of these things may not be as the real fantes so teachers who teach that language are always having a challenge. The local language dominates as a result their oral skills as far as English language is concerned is always limited.

FGDM2 indicated that;

On the part of community participation/involvement of the community is sometimes low. Majority of the parents do not visit the school regularly to check on their ward's performance. Even some parents do not know their wards class, let alone knowing their wards teacher. Attendance to PA and SMC meeting on the part of parent is very low. Looking at the school enrollment, when it comes to PA and SMC meetings where about 60-70 parents are expected, always about 15-20 parents are present. This is one of the challenges faced by the SMC.

PAM1 expressed that;

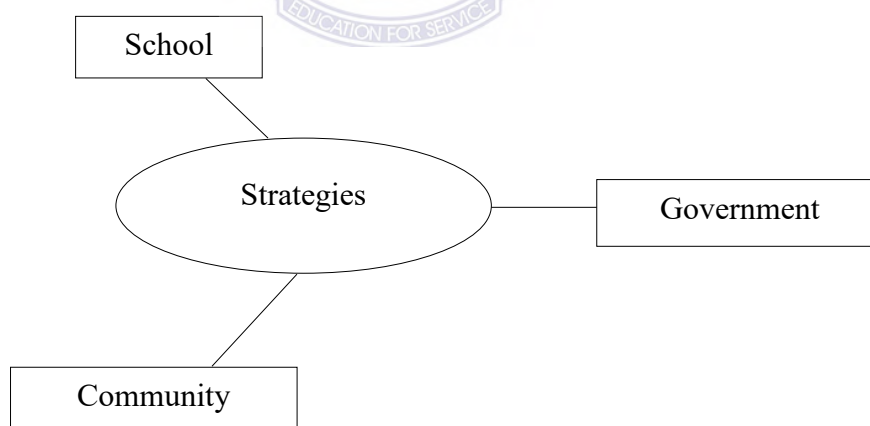
Oh yes. The market day menace has reduced a bit, it was a challenge for sometimes. Those days, children had to help their parent to cut goods to Bontrase market but these days, because of motor bikes, and tricycle that is available, it has reduced to some extent but some few of the student engaged in some menial activities during market days to generate some income that also affect their performance in the school.

SMC1 commented that;

Both community members and students normally go to market at Kasoa Bontrase and Bawjiase. On Mondays and Thursdays, they market at Bontrase and Tuesdays they go to Kasoa and Bawjiase market. During these days, parents do not turn-up at all for PA and SMC meeting while students also do not go to school.

To conclude, the findings of both interview and focus group discussion indicated that, major barriers that hinders community participation in the administration of Junior High Schools in Bontrase Circuit included; teacher related issues, student and management issues and community related issues.

#### 4.2.4 Strategies to promote greater community participation.



Source: Author (2021).

**Figure 4.4: Findings on strategies that could be employed to promote greater community participation in the administration of JHS?**

With regards to strategies that could be put in place to overcome the barriers that hinders community participation in the provision of education among Junior High

Schools in Bontrase Circuit, most of the participants suggested that the school organize games and sporting activities and invite the community to come and witness. In addition, ceremonies such as open days and speech and prize giving days should be organized in the town halls to bridge the gap between the school and the community. Participants gave their comments as: HT1 suggested that; “Games can be organized by the school and then invite the PA, SMC and the entire community to participate. This will foster greater school – community relationship to achieve maximum community participation in education”.

HT4 stated that;

We organize quizzes and try to bring parents on board. We also organize speech and prize giving day in the community centers where performing students are awarded. Parents and community stakeholders who show maximum participation in the schools’ administration are appreciated. These programmes and ceremonies have encouraged some community members to take part in the affairs of the school.

Again, with regards to the strategies that the community can put in place to ensure greater participation in school administration. Regular visits to schools by members of the community and responding to meeting calls were also suggested. One participant disclosed that;

FGDM1 commented that;

Yes. The challenges are numerous and they can help especially with provision of resource, infrastructure among others. Our doors are opened and we are praying that we are able to get the needed resources but all these can be achieved when we have that open-door policy and challenges explained to community members that is when they can come on board.

SMCE1 suggested that;

They should try and respond to meeting calls of the school, so that we can jointly take decisions to improve teaching and learning. During school functions invitation given to parents and community stakeholders should be honored to show a sign of fellowship.

SMCE2 expressed that;

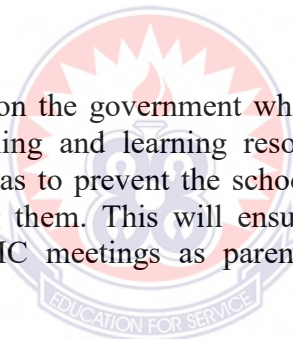
Regular visitation to the school by parents to check their wards performance. Assisting the school in the provision of teaching and learning resource especially when it comes to textbooks. Maximum participation in PA and SMC meeting on the part of the parents.

Lastly, with regards to strategies that can be enumerated from the government to promote maximum community participation in the provision of education among Junior High Schools in Bontrase Circuit. Government is being pleaded upon to assist in the provision of infrastructure, logistics and teaching and learning resources. Also, government is edged to release funds on time to ensure smooth running of the school.

Participant suggested that;

PAE2 commented that;

Yes, a lot depends on the government when it comes to provision of school infrastructure, teaching and learning resources. These materials should be brought on time so as to prevent the school from always asking members to assist in purchasing them. This will ensure greater attendance of members during PA and SMC meetings as parents and stakeholders will not feel burdened.



HT5 commented that;

The government has a lot of plague. In fact, most of the times, it is based on finance like capitation grants that, headteachers use in financing the school. So, schools are pleading with the government that funds should be released on time for effective school administration and management.

HT6 highlighted that;

The government also needs to do his/her part by supplying the teaching and learning resources needed in schools. When teaching and learning materials are made readily available at the student's disposal, it encourages them to come to school.

FGDM1 expressed that;

Yeah, we also encourage that, the government should provide enough funds for logistics and resources to support teaching and learning in our community

and put-up infrastructures like computer lab and libraries to enhance academic performance.

To conclude, it emerged from the interview and focus group discussion that, strategies that can be put in place to ensure maximum community participation in the provision of education among Junior High Schools in Bontrase Circuit emanated from three main areas. That is strategies emanating from the school, strategies emanating from the community and strategies emanating from the government.

#### **4.3 Analysis and discussion of findings**

1. In this study I aim to explore community participation in the provision of education at the JHS level in the Bontrase Circuit in Awutu Senya District in the Central Region of Ghana. The design chosen was the case study underpinned by the interpretivist paradigm. A sample of twenty-four (24) participants from School Management Committee (SMC), and Parent Association (PA) Executives as well as Head teachers and teachers of each of the six basic schools were interviewed for this study and also participated in a focus group discussion. Findings as indicated in the presentation and analysis have been re-categorized into four major themes, interpreted and discussed in relation to relevant literature. The four major themes are:

1. Nature of Community Participation.
2. How Community Participation Affects Development.
3. Barriers to community participation.
4. Strategies to promote greater community participation

#### **4.3.1 Nature of community participation**

It emerged from the findings of the study that the nature of community participation was through Monitoring and supervision, Infrastructure provision, and Planning and Implementation of Policies. Both teachers and community members engage in these activities jointly for effective school administration. Results agree with Epstein (2010) who emphasized in her parental involvement model that, there exist intertwined spheres of environmental influence where the school, family and the entire community play interrelated roles for the success of every pupil. Though there exist many forms of parental involvement due to the many existing definitions for the construct, among the types of parental involvement identified by Epstein is parenting, communicating and learning at home.

Furthermore, the findings of the study noted that collaboration is paramount. There should be collaboration among schools in the circuit of Bontrase and extended to community members in achieving set goals and targets. This finding is in line with Caveye (2010) who states that, community support being developed setting alludes to “involvement by members of a community to predetermined programs and objectives with assistance of external intervention”. The contribution and underwriting of community individuals in mediation projects or activities from administration bodies, community-based associations, non-legislative associations or corporate gatherings can fill in as delineation of community involvement or inclusion. The findings noted that, Headteachers, teachers and the community stakeholders can be team players in other to promote a healthy school - community relationship to foster effective teaching and learning. This is in assertion with what Uemura (1999) stated 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 can't and ought not to work as an independent entity inside society.

The study further established that, both the school and the community are able to come together to exchange ideas on issues affecting the development of the school. There are aspects of decision making which needs the view point of all stakeholders. Findings are also in line with what was stated by Baku (1994, p.134) who has provided explanation on why communities or parents participate in education. Community or parent-teacher cooperation in educational provision contributes to improvement in the enrolment and retention of pupils, maintenance of school facilities, learning environment, and overall quality and long- term impact of education.

#### **4.3.2 How community participation affects development**

Research question two sought to find out how community participation affects the development of JHS in Bontrase Circuit. Results on research question two indicated that participants provided support to education in varying ways such as giving monetary assistance and retention of students. Results corroborate Oakley (1991) who pointed out that the benefits or achievements of people's participation include the following: efficiency, self-reliance, cost-effectiveness and coverage. A World Bank Report (2012) cited the Maximization of Limited Resources as one of the benefits of community participation in education delivery. Community support for education that community participation can contribute to promoting girls' access to education.

Again, it surfaced from the findings of the interview and focus group discussion that teachers were being assisted by community members in terms of accommodation.

This gesture brings the school and the community together. This has created a sense of belongingness among teachers and community members. Blimpo, Evans, and Lahire (2014) found that effective community participation leads to improved student learning in rural communities and also Cariño and Valismo, (1994) indicated that community participation in education helps in creating a nourishing school atmosphere. Greater ownership can also build consensus for change, and increase accountability: teachers and other sector professionals are more likely to do their jobs well when communities take an active interest in what is happening in the classroom.

Communities can contribute to schools by sending respected community members, such as religious leaders or tribe heads, to the classrooms. Schools themselves can contribute by developing sustainable solutions to local problems. Furthermore, it emerged from the findings of both the interview and the focus group discussion data that community participation in decision making was very low and it negatively affect the administration of the school due to poor attendance of members. This finding concurs with Bray, Watt and other researchers who have generated empirical evidence from their studies to throw more light on the effects of community participation in education. As a matter of fact, they indicated that participation builds ownership and a better understanding of the true nature of the educational problems facing the country (Bray, 2001, p.13).

Moreover, it emerged from the findings of both the interview and the focus group discussion data that parents are not motivated intrinsically to encourage and assist their wards to learn at home and therefore show little interest in their academics. Low participation of some parents shows little or no interest in the affairs of the school can be attributed to poor academic background. Also, findings indicated that

infrastructure, logistics and teaching learning material are not adequate and when the school falls on the community members to come in to help, it actually becomes a challenge. This finding also concurs with Watt (2001) on his part has noted that community-based approaches to educational development have the potential to enhance ownership, accountability, and efficiency. Enhancing the community's sense of ownership of a school in terms of education provision makes it more likely that parents will support the aims of the school, and ensures that their children attend regularly and learn.

#### **4.3.3 Barriers to community participation**

Research question three seeks to identify the barriers to community participation in the administration of basic schools in Bontrase community. Results on research question indicated that participants experienced multiple barriers such as Student Related, Teacher Related, Management Related, Community related and market day related issues.

Concerning teacher related issues findings indicated that both teachers and community members tend to see teachers as superiors more especially teachers who reside in the urban areas. Some parents and community members who have low academic background find it difficult to approach teachers, thinking teachers are pool of knowledge. Forgetting that they also have brilliant ideas they can equally share to help bring out the best in the administration of the school. A different lens is used to view teachers who come from the urban area to teach in the community. Results is in line with Kumar and Corbridge (2002) who has observed 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, findings on student and management related issues depicted that some students are not being monitored at the home. These students who receive little or no monitoring from home turn to make their own decisions. This may be as a result of broken homes or poor parenting. Most of these students do not pay much attention to their books and therefore produce low marks during assessment in the school. This finding agrees with research conducted by Watt (2001), which revealed that demand is a necessary condition for 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 provision will likely be weak. In addition, the 1987 Education Reform made provision towards community ownership of basic schools within a locality. Addae-Boahene (2007) also made an assertion 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.

Again, findings from interview and focus group discussion data revealed that the native language of the community is also a barrier as it cannot be spoken by most teachers. It is the common language being spoken frequently in the house, so the teaching of the English language has become very difficult. This finding is consistent with research conducted by Kolkman et al. (2005); Addae Boahene (2007) which states that 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.

Also, a market day in the community contributes to barriers that hinder the smooth running of the school. Findings from the various data collected indicated that though measures have been put in place to control absenteeism at school yet during market days it is high. This is because during market days some students engage themselves in menial jobs to earn some money in their pockets. On most market days, when important ceremonies or meetings are scheduled most parents and community stakeholders absent themselves which in the long run affect community participation in the provision of education. This finding is in line with Addae-Boahene (2007) indicating 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.

#### **4.3.4 Strategies to promote greater community participation**

Research question four sought to explore strategies that could be employed to promote greater community participation in the administration of the basic schools in Bontrase Circuit. It emerged from the findings of the study that in order to address identified barriers to community participation schools should organize games and sporting activities as well as quizzes and invite parents and community members to participate. Community members and parents can be assigned roles to perform during these activities. Ceremonies such as open-days and speech and prize given days should be organized in the heart of the community of which their wards will be awarded for best performance in the school while parents and community stakeholders are also awarded to show appreciation. This can serve as motivation and also encourage other members who feel reluctant participating in the administration of the school. Results are in tandem with Heck (2003) indicating that self-formed and self-run groups and organizations approach is appropriate for full participation leading

to empowerment of the poor and with Watt (2001) concluding that efforts such as concerted capacity building, 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.

In addition, findings indicated that when parents visit the school regularly to check the performance of their wards will motivate and ginger them to take their studies serious. And also, in the provision of text books and logistics, parents should assist the school in purchasing them to aid teaching and learning process. Findings is in line with Ameyaw-Akumfi (2001) who also cited Addae Boahene (2007) indicating that most of the basic schools in Ghana were initiated by communities, which willingly recruits teachers and provided places of learning for their children.

Furthermore, result from findings based on data collected showed that government is being pleaded upon to give in to put in maximum effort in the provision of infrastructure, logistics and teaching and learning resources. Also, government is urged to release funds like the capitation grant on time to ease stress on the part of both the school and community members as they would not be over- burdened in this regard to ensure maximum community participation and the smooth running of school. Findings is in line with Muralidharan (2013) who found that providing grants to schools increased new student enrollment and improved school resources to facilitate smooth running in other to concur research conducted by Osei et al. (2009) who asserted that capitation grant disbursement often falls short of school's expectation. This, in fact, makes it difficult to execute activities and improve service delivery.

#### **4.4 Summary of presentation and discussion of findings**

In this chapter, I presented my findings from primary data collected using focus group discussions and individual interviews. I transcribed data verbatim and coded inductively after which themes namely; Nature of community Participation, how community participation affects the development, Barriers to community participation and Strategies that could be employed to promote greater community participation.

The next chapter will consider the summary, conclusion and recommendations.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Overview

This chapter deals with the summary, conclusion and recommendations made based on the findings from the study which explored community participation in the provision of education at the JHS level in the Bontrase Circuit in Awutu Senya District in the Central Region of Ghana. It also suggests areas for further research. The research was a case study located in interpretive qualitative framework. To achieve the purpose and objective of the study, the following questions were formulated to guide the study.

1. What are the forms of community participation in the administration of JHS in Bontrase Circuit?
2. How does community participation affect the development of JHS in Bontrase Circuit?
3. What are the barriers to community participation in the administration of JHS in Bontrase Circuit?
4. What are the strategies that could be employed to promote greater community participation in the administration of JHS?

The review of relevant literature of the study focused on Epstein's Model of Parental Involvement, parenting, communication, learning at home and Alternative Development Approach theory, Concept of Community, Concept of Participation and Community Participation in Education, Forms and levels of community participation in education and Ways of improving community participation in the development of



Junior High Schools, Importance of community participation, barriers to community participation in education as well as ways of improving community participation in education provision. The review of relevant literature of the study ends with the conceptual framework.

The research was a qualitative case study which gave room to the researcher to enter the participants' personal world in order to gain deeper and clear understanding of their knowledge, experiences and feelings and a purposive sampling technique was used to select participants. A semi-structured interview guide and focus group discussion were used to collect the data. The data were then coded, categorized and analysed under various themes based on the research questions and presented in narrative forms and direct quote from participants.

### **5.1 Summary of key findings**

The first research question explored the nature of community participation in the provision of education. Most of the participants described various ways the community participates to support the provision of education in the school. Results revealed that parents engage in community activities via PA meetings, Infrastructure provision, Monitoring and supervision and Planning and Implementation of Policies. On the nature of community participation, data revealed that collaboration was also a way that the community could engage in school activities and being a team player will help promote a healthy school - community relationship to foster effective teaching and learning. It was revealed that there are aspects of decision making where all stakeholders need to come together and deliberate. This is done during PA and SMC meetings where both parents and teachers are come together in other to exchange ideas on how best challenges can be solved.

However, results revealed that the extent of community participation according to the sample of activities presented to is generally low. Though the community stakeholders and parents exhibited participation in these activities, the level was low. The community does not do much when it comes to Monitoring and supervision, Infrastructure provision, and Planning and Implementation of Policies to enhance the provision of education. This is largely so because most communities see these roles as belonging to the government and this negatively affected the development of the school in the circuit.

The second research question dwelled on how community participation affects the development of Junior High Schools in Bontrase Circuit. Results indicated that community participation can affect the development of education negatively or positively. The findings of the study revealed that, community participation in decision making was very low and this negatively affected the administration of the school greatly. It came to light that it is during PA meetings that issues are being discussed and if attendance is poor decision taking becomes one sided. Findings on the issue of how community participation affects infrastructural development and the provision of teaching learning materials participants results indicated that, schools in Bontrase Circuits have some infrastructure and teaching and learning materials but are not adequate yet appeals made to parents and community stakeholders during PA and SMC meetings for assistance has yielded less results.

Again, findings of the study revealed that it was a challenge as some community members are not able to fulfill pledges made to support the school with logistics during association meetings but community members are ever ready to assist and make rooms available to accommodate teachers in the community. This commitment

on the part of the community has gone all the way to create a healthy school – community relationship. It came to light based on findings that while teachers put in efforts to upgrade their knowledge in their field to enhance effective teaching and learning, parents are not intrinsically motivated enough to encourage and guide their wards to learn at home on the basis of their poor academic background to maximize pupils academic performance and also revealed that community stakeholders as well as parents know little of their specific roles to play in school administration even though they are aware of the need of their participation.

Results on research question three which identified barriers affecting community participation in the provision of education revealed various experiences as barriers to community participation. These barriers identified included; teacher-related issues, student and management issues and community related issues. Findings revealed in the study under teacher related issues indicated that most of the teachers do not reside in the community despite the efforts made by the community to ensure that teachers are provided with accommodation. This act on the part of teachers prevents them from associating themselves with the community members in building for healthy relationship and to take part in important ceremonies that take place in the community not to think of trying to learn their local language.

Furthermore, findings related to students and management issues revealed that some students are not monitored and supervised at home and therefore do not pay attention to their books as students turn to forget what they learn at school as the saying goes practice make perfect. Findings revealed that measures are put in place by the school authorities to check absenteeism yet some students are truant and keep on absenting themselves from school. Findings in the study also revealed that the native language

spoken makes it difficult for pupils to grasp the Fante being taught at school and English language being used as a medium of communication at school.

Again, data findings on community related issues on barriers to community participation revealed that turn out of parents during meetings is very low and majority of parents do not visit the school to check the progress of their wards even though opportunities are given. Surprisingly, it was revealed from the study that market days are also reported to be a barrier affecting community participation in school activities. There are five days in the week and out of it four days are meant for market days for two different market centers and some parents and students engage in both of them.

Findings from the final research question which dealt with strategies to promote greater community participation revealed that with regards to strategies that could be put in place to overcome the barriers that hinders community participation in the provision of education among Junior High Schools in Bontrase Circuit, organize games and sporting activities and invite the community to participate and given roles to play as well. Findings strongly pointed out those sporting activities are a strong catalyst for socialization which is capable of uniting the school and the community for greater community participation in the administration of schools.

In addition, findings of the study revealed that ceremonies such as open days and speech and prize giving days should be organized yearly in the town halls of the community. This will bridge the gap between the school and the community and also involving community members in decision making when it comes to the welfare and school administration at all times. Lastly, findings with regards to strategies that can be enumerated from the government revealed that to promote maximum community

participation in the provision of education among Junior High Schools in Bontrase Circuit, government should put workable measures in place to ensure the free flow of logistics and teaching and learning resources and regular maintenance of infrastructure. Also, government is edged to release funds on time to ensure proper administration of smooth running of the school.

## **5.2 Conclusions**

The following conclusions were drawn from the study.

1. In light of the findings, the researcher concludes that community participation can be seen through effective monitoring and supervision, assisting in the provision of infrastructure and proper planning and implementation of policies in school development. It concluded that the school and the community engage in these activities for effective school administration and therefore the overall effect of participation on student, schools and communities reviewed is neutral. Even though, participants were able to identify the ways of community participation, their level of participation was low.
2. This study also concluded that decision making is key in the administration of schools and therefore stakeholders must come together under one umbrella to make them. Decision making in terms of school administration was very low and it negatively affected the schools. Community members admitted that it was during SMC and PA meetings that issues are brought forward for discussions and important decisions are drawn for the progress of the schools yet their participation was low.
3. Similarly, the study again concluded that strategies and interventions such as training of teachers, SMCs, PAs and Headteachers and teachers on their roles

and responsibilities and participatory approaches such as community drama, education forum, town meetings, reviews and updates, and public hearings among others could be done to encourage members sense of responsibility and looking at external assistance as just supplementary. In addition, efforts made through community participation at all stages from goal selection through mobilization of resources to execution of projects, will enable local communities to become self-reliant,

### **5.3 Limitations of the study**

According to Best and Khan (1989) limitations are those conditions beyond the control of the researcher that will place restrictions on the conclusions of the study and their application to other situations. Although, this research was carefully planned and reached its aims and objectives, there are unavoidable limitations. The limitations of this particular study are essentially those inherent in any qualitative research.

To begin, critics of this case study approach argue that, generalizing the findings of such studies is difficult and unreliable because of their limited coverage (Cohen et al, 2007). Stake (200), a case study lends itself to ‘naturalistic generalisation’, not ‘scientific generalisation’, as a survey does. As already noted, the purpose of this study was to explore community participation in education provision in Awutu Senya District, the case of Bontrase Circuit in their natural setting using a small sample size and not to make generalization. As such, the findings may not necessarily represent the rest of the schools in the district nor the country and the results may not be generalised beyond the specific population from which the samples were drawn. Meanwhile, schools with similar characteristics and context could adopt the findings.

Also, readers could transfer the outcomes to their individual contexts, if they identify similarities between their context and that of their particular study.

Moreover, since the research instruments often gather the views and opinions of the participants, I came to a realization that some of the participants could potentially be identified. The threat to confidentiality and anonymity of the participants were very high considering the small sample size used for the study. Therefore, I decided to exclude from the data any comments or quotation that could expose the identity of any of the participants. Henn et al. (2006) argued that in deciding what to include and what not to, we must accept we are introducing some degree of subjectivity, but I ensured that I presented a balanced picture of the data from different participants which provides an account of the competing perspectives found in the data (Kusi, 2008).

Another limitation of this study was related to the sampling of the population of the study, which consisted only PA, SMC executives, headteachers and teachers in Bontrase Circuit because of time constraints and other practicalities. I recognized that other stakeholders like students had something to say about the phenomenon being investigated. The exclusion of this stakeholder was felt especially during the presentation of the findings and the data analysis, because their views could have the potential to clarify some issues raised by the participants (Kusi, 2008)

In spite of these limitations, it could be said that the case study was appropriate for the study. It was suitable for answering the key research questions set out in the introductory chapter and allowed the participation of community in the provision of education to be investigated in their natural setting.

#### 5.4 Recommendations

Based on the findings of the study and the ensuing conclusions drawn, the researcher finds it expedient to put across the following recommendations are made to enhance community participation in education provision among Junior High Schools in Bontrase Circuit.

1. The study found out that, all stakeholders should participate in school development as it offers rich, diverse, chaotic messiness that provides a lasting solution towards school development. The study therefore recommend that a firm and vibrant Parent and teacher Association and School Management Committee should be instated in schools to allow for greater participation of stakeholders during decision making. In addition, the study recommends that in setting goals and targets and during meetings where important decisions are to be made stakeholders should be informed, time scheduled should be favorable and meetings should be held periodically.
2. It emerged from the study that barriers to community participation exist at all levels which were placed under teacher related, student and management related and community related issues and to be able to tackle this effectively requires a holistic effort of all stakeholders especially parents. Therefore the study recommends that all stakeholders should be educated on their specific roles and identified responsibilities to empower them in other to ensure full participation of stakeholders in the administration of schools without fear but with boldness and confidence.
3. It came out of the study that headteachers should organize meetings with parents to educate them about the importance of parental involvement in the school. The study therefore recommends that educational meetings in the form



of training and workshops should be organized to educate parents on the need to participate in the education of their wards. Also, parents should be assured that the doors of schools are always opened to them and their inputs are always welcomed.

4. The study revealed that schools should organize more meetings, workshops that would bring stakeholders together where they can contribute their quota towards the development of the schools. Therefore, the study recommends that meetings such as sporting activities and ceremonies like open days and speech and prize giving days should be organized periodically by the schools in community centers of which stakeholders are invited to participate. Again, the study recommends that during the planning and implementation of these programs' meetings should be done together with community stakeholders and roles assigned to them.

### **5.5 Suggestions for further research**

The primarily focus of this study was to explore community participation in the provision of education at the JHS level in the Bontrase Circuit in Awutu Senya District in the Central Region of Ghana. The study employed the qualitative approach.

- i. It is suggested that a multi strategy approach could be used by future researchers to find out the extent to which community participation can be enhanced on the academic performance of low performing students in Bontrase Circuit.
- ii. Also, other survey works should be conducted in junior high schools in other parts of Ghana in order to know if indeed parents are not involved in the academic achievement of their children as it is often speculated or whether

their type of involvement is what is not having any significant influence on the academic achievement of pupils.

- iii. Again, future researchers can explore in finding opportunities in creating shared decision-making between school staff members and the community. For instance, how can existing structures, such as school staff meetings and parent - teacher association meetings, be shifted to focus on community engagement in student learning.
- iv. It would also be interesting to explore any differences that might exist between participation among community schools found in urban areas with those found in rural areas in terms of education provision.



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## APPENDICES

### APPENDIX A

#### Introductory Letter



UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

P. O. Box 25, Winneba, Ghana

[deam@uew.edu.gh](mailto:deam@uew.edu.gh)

UEW/EAM/INT/27

6<sup>TH</sup> September, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce **Sarah Essuh-Atsim**, a student on the M.Phil. Educational Administration and Management programme of the Department of Educational Administration and Management.

**Sarah Essuh-Atsim** is currently working on a research project titled:

***"COMMUNITY PARTICIPATION IN EDUCATION PROVISION AMONG JUNIOR HIGH SCHOOLS (JHS) IN BONTRASE CIRCUIT IN AWUTU SENYA DISTRICT"***

Please, give her the necessary assistance and co-operation.

Thank you.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Judith Bampo'.

**Judith Bampo (Dr.)**  
Head of Department

cc: Graduate School



## **APPENDIX B**

### **Letter of Consent and Participation**

**UNIVERSITY OF EDUCATION, WINNEBA.**

**FACULTY OF EDUCATIONAL STUDIES.**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND  
MANAGEMENT.**

#### **PARTICIPATION AND CONSENT OF STAKEHOLDERS.**

I have been fully informed, read and understood the purpose and objectives of this research which seeks to explore community participation in education provision among Junior High Schools in Bontrase Circuit in Awutu Senya District of the Central Region of Ghana.

I understand that my participation in this research is completely voluntary and if I volunteer to

participate, I have the right to withdraw from the study at any point in time without any consequences.

In addition, I understand that my response will be treated confidential and I will not provide any

information that will reveal my identity. Moreover, I understand that my response will be used only for

this research including its publication.

With the above conditions I agree to participate in this research, however I will withdraw from the study

including its publication when you go contrary to it.

.....

(signature of Stakeholder)

.....

(signature of researcher)

For further enquiries or information, contact Sarah Essuh - Atsim on (0246544965) or [sarahessuhatsim@gmail.com](mailto:sarahessuhatsim@gmail.com).



## APPENDIX C

### A Semi-Structured Interview Guide

This guide will help elicit information about your views on community participation in education provision in Junior High Schools in Bontrase Circuit in Awutu Senya District in the Central Region of Ghana. This Interview guide is for the S. M. C. and P.T. A. Chairpersons, Headteachers and Teachers.

#### SECTION A

Name of community.

Name of school

What is the enrolment of this school?

Sex.

Status/Position held in the school.

Kindly tell me about your roles/responsibilities as a Board/Staff member.

How long have been serving as well as your educational experience in this school?

Kindly tell a brief history and the mission of this school?

Do you know the core values of this school? If yes, please mention few of them.

What are your expectations for the school and how do you intend to meet them?

#### **SECTION B: The forms of community participation in the administration of JHS in Bontrase Circuit.**

Please let us talk about the ways you participate in the administration of this school:

1. To your understanding what does it mean by community participation?

2. How do you help foster collaboration among teachers of this school?
3. How do you carry out decision-making and propagate change initiatives in the school?
4. How do the headteachers, teachers, P.T.A and SMC work together to achieve the goal of this school?
5. What are your suggestions to improve the performance and /or development of the school?
6. In which ways does the community participate in the following activities to support the provision of education in the school?
  - i. Promotion of communication
  - ii. Infrastructure provision
  - iii. Monitoring and supervision
  - iv. Planning and implementation of policies

**SECTION C: How community participation affects the development of JHS in Bontrase Circuit.**

How easy is it to work with the school leadership and teachers in terms of decision-making?

Would you explain your views concerning participation and development of this school?

Do you think parents' involvement in school development has an impact on the child's academic performance and the School's performance in the BECE? How?

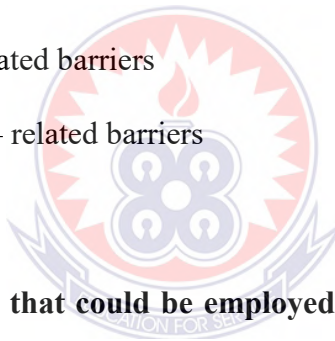
Parent-Teacher relationship is very important in the development of a school, how can you explain that relationship in this school?

What type of activities do the school and community jointly do?

- ✓ Education provision (teaching and learning)
- ✓ The management of the school
- ✓ Teachers' work and their development
- ✓ Infrastructural provision
- ✓ Provision of T/L resources

**SECTION D: Barriers to community participation in the administration of JHS in Bontrase Circuit?**

1. Teacher – related barriers
2. Students/pupil related barriers
3. Management – related barriers
4. Community own – related barriers
5. Any other barriers



**SECTION E: Strategies that could be employed to promote greater community participation in the administration of JHS?**

What is your opinion as regards community participation in the development of the school?

What strategies do you incorporate into practice to boost your work as a leader/staff of this school?

In your opinion, how do you think school-community relationship can be improved?

In your view, how can the community get more involved in the development of this school?

In what ways do you nurture stakeholder participation?

What kind of support comes from the government to assist the school?

Any other issue/s related to community participation in schools, which has not been fund?



## APPENDIX D

### Excerpts of Coded Transcript

Research question	Response from the interview	Code
What are the forms of community participation in the administration of JHS in Bontrase Circuit?	Here I will say not fully as we expected but some of them do come and check.	Monitoring and Supervision
	It is necessary for the teachers to collaborate in the school. As a teacher, I must be a team player to ensure that teaching and learning is effective in the school.	Collaboration
	Infrastructure provision, sometimes PA as a group suggest ways of providing certain structures needed by the school and contribute financially towards that.	Infrastructure Provision
	So, for this one, because of the educational background of people in the community. They don't usually participate/contribute that much when it comes to educational policies and implementation.	Planning and Implementation
	The community because of their educational background do not actually put in the maximum effort needed and that affect the JHS.	Decision Making
	Because they are not giving their maximum best. We are not getting the best from the pupils.	Academic Performance
	They cannot participate fully as we need them. The community is sitting on the fence. They look unaware.	School management
	Infrastructural development we have but is inadequate talk of desks is inadequate even ICT lab is not well furnished to enhance ICT learning	Infrastructural Development
How does community participation affect the development of JHS in Bontrase Circuit?	Infrastructural provisions, because of lack of fund and commitment also from government, they are inadequate.	Infrastructural Provision
	When it becomes necessary that we need people to come to the aid of the school, the community participate fully. Especially, with the cutting down tree branches and we help in terms of	Financial support

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	money.	
	We have announced in the community through the information centre that, after 7pm no student should be seen outside.	
	Yes, poor attendance of stakeholders during meetings such as PA and SMC negatively affect school administration. You don't get their side on issues.	School Administration
	You could see that; the kind of motivation students should get at home is very low. It is seriously affecting teaching and learning.	Student Related
What are the barriers to community participation in the administration of JHS in Bontrase Circuit?	I think, the parents feel that their educational background is quiet poor, they don't like coming closer and sharing ideas in the improvement of that. Parent see teachers to be superior to them.	School Related
	For the students, because they are not given much attention from their parents.	Student Related
	Hmm! Yes, like I said earlier, participation; there is a case where a school of three hundred (300) and over enrollment and averagely about thirty (30) or forty (40) parents come for PA meetings. So, you could see that it is only few parents who are so particularly about coming for such programmes that are able to come. The rest sometimes play lackadaisical or laser fair attitude.	Community Related
	Yes, apart from the fante, they have the Awutu language. Few people also speak the ewe language as well. Hmm! I don't think so.	
	Normally, teachers complained about inadequate textbooks for teaching. Lack of textbooks, so they always ask the community to come to their aid.	Teacher Related
	Some of them make pledges but at end of the day nothing comes in. Recently, are promised providing a set of computers for the school but up to now since last year nothing has happened.	Infrastructural Development
	Oh yes. The market day menace has reduced a bit, it was a challenge for sometimes. Those days, children had to	Market Days

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	<p>help their parent to cut goods to Bontrase market but these days, because of motor bikes, and tricycle that is available, it has reduced to a certain large extent but some few of the student engaged in some menial job activities to generate some income that also affect their performance in terms of school administration.</p>	
<p>What are the strategies that could be employed to promote greater community participation in the administration of JHS?</p>	<p>Games can be organized by the school and they invite the PA, SMC and some parents to witness</p>	School
	<p>Regular visitation to the school by parents to check their wards performance. Assisting the school in the provision of teaching and learning resource especially when it comes to textbooks. Maximum participation in PA and SMC meeting on the part of the parents.</p>	Community
	<p>Yes, a lot depends on the government when it comes to resources provision, school infrastructure, teaching and learning resources.</p>	Government

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Source: Fieldwork data (2021).

**THANKS FOR YOUR COOPERATION AND ASSISTANCE!!!!!!**

## APPENDIX E

### Invitation to a Focus Group Discussion

Dear Sir/Madam,

**Community Participation Focus Group Discussion at Bontrase Community Center.**

Community Participation among Bontrase schools is very important to all of us. Your opinion and perspective regarding approaches, policies and practices on education to help students achieve their academic goals is of much interest to me as a researcher.

To learn about your experiences as a stakeholder and a member of the community as well, at Bontrase community center and hear your opinions.

I invite you to participate in a 30-minute group discussion with six other stakeholders. Details regarding the group discussion are as follows:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Refreshments will be provided.

Since we are talking with a limited number of people, the success and quality of our discussion will depend on the full participation of the people who attend. Please contact Sarah Essuh-Atsim on 0246544965 to confirm your attendance.

I look forward to seeing you.



## **Focus Group Discussion**

1. Kindly tell me about your roles/responsibilities as a stakeholder.
2. How long have you been serving as well as your educational experience in this school?
3. How would you describe your participation in the administration of the school as a stakeholder?
4. Would you say you are satisfied with the support the community give in terms of education provision?
5. In your opinion how do you think community participation can affect the development of jhs in Bontrase circuit?
6. Can you identify some barriers to community participation in the administration of jhs schools in Bontrase Circuit?
7. In other to promote greater community participation in the provision of education, what are some of the strategies that can be employed?
8. Are there other recommendations that you have, or suggestions you would like to add before we wind up?

## APPENDIX F

### Request for Permission

Bontrase D/A Basic A  
P.O. Box 5  
Awutu Bontrase

24<sup>TH</sup> August, 2021.

**The District Director  
Ghana Education Service  
Awutu Senya.**

Dear Sir,

**REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH IN THE  
AWUTU SENYA DISTRICT**

I humbly write to your outfit to seek permission to conduct an educational research with Basic School headteachers in Bontrase Circuit.

I, Sarah Essuh - Atsim, a student with the University of Education, Winneba (UEW) studying a Master of Philosophy in Educational Administration and Management degree. My Student Number is 200011329. I wish to carry out a study on "*Community Participation in Education Provision among Junior High Schools in Bontrase Circuit in Awutu Senya District*" The intended participants of the study are basic school headteachers, School Management Committee (S.M.C.) and Parent Teacher Association (P.T.A.) Executives. Headteachers, S.M.C and P.T.A. Chair persons will be selected as participants through the use of purposive sampling technique. A total of 6 heads in the Circuit are earmarked to participate in the study. I therefore request permission to carry out this study at the Circuit in your District. The researcher assures you that no anticipated risks are expected to the participants.

The study will surely benefit the Ministry of Education and Ghana Education Service in general as the participation of the community is very crucial in the provision of quality education and your District in particular since the research results will be conveyed to your office for use by education officers and headteachers. The findings will enhance the effective administration and management of junior high schools in Bontrase circuit as it is the area of focus.

Participation in the study will be purely voluntary. If the participant intends to drop out, he/she will do so freely. If they intend to take their contributions with them they are also free. The data they contribute will be strictly confidential and used for academic purposes only. Anonymity is also assured to all the participants.

Thank you in advance for your cooperation.

**Yours faithfully**

.....  
Sarah Essuh - Atsim  
0246544965

