UNIVERSITY OF EDUCATION, WINNEBA

EXPLORING COMMUNITY PARTICIPATION IN MANAGING THE COLLEGES OF EDUCATION IN ASHANTI REGION
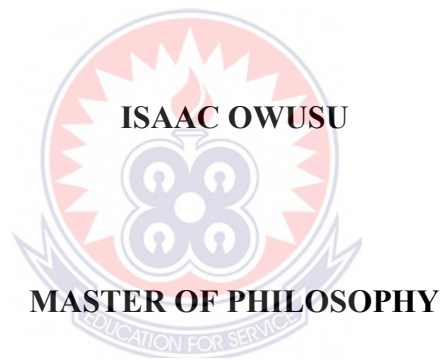
ISAAC OWUSU

MASTER OF PHILOSOPHY

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EXPLORING COMMUNITY PARTICIPATION IN MANAGING THE COLLEGES OF EDUCATION IN ASHANTI REGION

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A thesis in the Department of Basic Education, Faculty of Educational Studies, submitted to the School of Graduate Studies, in partial fulfilment of the requirements for the award of the degree of Master of Philosophy (Basic Education) in the University of Education, Winneba

JUNE, 2022

DECLARATION

Student's Declaration

I, Isaac Owusu, hereby declare that this thesis with the exception of quotation and references contained in published works which have all been identified and dully acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: ....

Date: ....

Supervisors' Declaration

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

Principal Supervisor: Professor Robert Andrews Ghanney

Signature: ....

Date: ....

Co-Supervisor: Professor Asonaba Kofi Addison

Signature: ....

Date: ....

DEDICATION

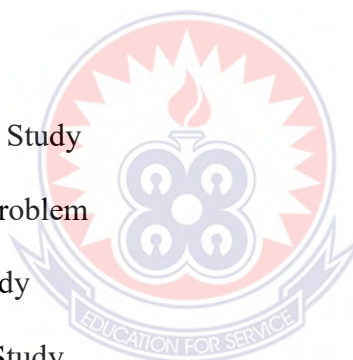To my family.

ACKNOWLEDGEMENTS

I am very much grateful to the Almighty God for the successful completion of this study. My greatest gratitude and appreciation go to my principal supervisor, Professor Robert Andrews Ghanney who currently serve as the Deputy Director of the Directorate of Quality Assurance, University of Education, Winneba and also to my co-supervisor Professor Asonaba Kofi Addison of the Department of Basic Education, University of Education, Winneba for their valuable criticisms, suggestions and professional assistance offered me while writing this thesis. I am much grateful.

Finally, I am grateful to all authors whose works I consulted during this study which I have dully acknowledged.

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ABSTRACT

This research examiones the extent of community participation in managing the Colleges of Education(CoE) in the Ashanti Region of Ghana, with Epstein (2006) framework on community participation in education being the theoretical lense for the study. To accomplish this, the study was rooted in the pragmatist paradigm where mixed methods approach was adopted and the Concurrent Triangulation design was utilized in the study. Questionnaire and interview were the main instruments used to collect the primary data for the study. A total of 349 questionnaires were distributed comprising 319 CoE students and 30 opinion leaders in the Ashanti Region. With this number, 349 (students =319, opinion leaders=30) were retrieved and returned for analysis. The quantitative data were analysed using descriptive statistics (means, standard deviations, frequencies, and percentages), whereas qualitative data were analysed using themes. It was evident from the study that generally, the community participation in managing CoE had enormous benefit in a lot of communities in the Ashanti Region including fostering positive impact on academic achievement, improving school-community relationship, and others. Inspite of the benefits, the study revealed that some communities do not participate in the management decisions in the CoE in the Ashanti Region. In furthernace to the above, the results indicated that though the community participation programme is very beneficial, it was also greeted with some challenges such as ineffective medium of communication at meeting, confusion over the roles of school administrators and community leaders. Finally, it was found that some measures can be put in place to promote community participation in managing CoE in the Ashanti Region. To ensure efficiency and effectiveness of community participation in managing CoE in the Ashanti Region, it was recommended that there should be a strong awareness on the role of the communities and their indigenous knowledge systems in ensuring effective and efficient community participation.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter discusses the background to the study, problem statement, purpose of the study, objectives, research questions, significance of the study, delimitation and finally outline the organization of the rest of the study.

1.1 Background to the Study

Education is a critical component of any country's economic, political, and social development. The key to social inclusion is education, which is the fulcrum of sustainable growth. Education is a prerequisite for improving one's quality of life and independence. According to studies, basic education has a significant positive impact on both the students and the community as a whole (Mutangadura & Lamb, 2003). Investing in people's education is becoming increasingly crucial for economic prosperity in the future. It also assists a country in becoming less reliant on dwindling natural resources by boosting individual growth, which allows individuals to transcend hunger and poverty (Abdinoor, 2008).

Universal access to quality education, knowledge, and skills, as defined by Inonda and Riechi (2010), ensures that everyone has an equal opportunity to participate fully in work and community. Promoting equity and active citizenship through a well-developed education and training system should therefore be at the forefront of every community's development strategy.

Investing in people is becoming more important for two reasons, according to the (World Bank 2000). First, future economic development will be more dependent on labor skills and the ability to expedite a demographic shift than on natural resources,

which are depleting and prone to long-term price declines. Second, investing in individuals encourages personal development and allows people to escape poverty and hunger. This necessitates education, access to quality health care, and financial stability. Without a doubt, a country that is unable to grow its people's skills and knowledge and effectively apply them in the national economy will be unable to develop anything else. As a result, according to Fosu-Siaw (2004), many emerging countries place a high value on education in general. Governments, localities, and international organizations all put a lot of money into this.

There is an increasing interest in involving communities in improving education delivery in poor countries (Stiglitz 2002; Mansuri & Rao, 2012). To manage this, many countries have established local institutions such as school committees and Parent Teacher Associations. According to Sumarsono, Imron, Wiyono, and Arifin (2016), education is a joint responsibility of the government, parents, and community. The functions of these three factors are crucial in the execution of education, particularly in terms of graduate development. Rifa'l (2013) claims that community participation has a good impact on pupils' psychosocial development in his study.

 The educational programmeme, which is coordinated by the principal, teachers, and community, has the potential to improve students' learning outcomes. Hughes and MacNaughton (2002) discovered in their research that good communication between the community, parents, and teachers, as well as among teachers, is a prerequisite for high-quality parenting and education for children, affects learners' cognitive and social development, and improves educational success. Participation in the community has been linked to crucial components of work or school activities (Kim, Yoo, Jung, Park, Lee, and Lee, 2016). The community has many opportunities to

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contribute in numerous ways thanks to the policy of implementing education utilizing the decentralisation concept.

A Participatory Approach for education planning at all levels of education was recommended in conjunction with Ghana's decentralization process, the Education for All/Fast Track Initiative, and the Paris Declaration on Aid Effectiveness (Addae-Boahene, 2007). Stakeholders such as Unit Committees (UCs), School Management Committees/Parent Teacher Associations (SMC/PTAs), and Community and Religious Leaders (CRLs) were invited to participate in the formulation and execution of various educational decentralization projects as a result (Ministry of Education, 2003). The Ghanaian government incorporated a provision in Section 9 and Subsection 2 of the Ghana Education Service Act of 1994 to ensure community engagement in the creation, management, and governance of schools. The Act mandates the formation of a District Education Oversight Committee (DEOC) in each district, among other things. These committees are in charge of constructing school buildings and ensuring that teaching and learning are properly supervised. It also suggested that teaching and learning materials be closely monitored.

School Management Committees (SMCs) and Parent Teacher Associations (PTAs) have been established around the country to strengthen community control of schools. These committees are intended to increase the accountability and responsibility of school officials and instructors. They will also help to improve school management and administration. PTAs and SMCs were formed with the goal of increasing community ownership and engagement in educational service delivery, among other things (Akyeampong, 2007). If these entities, which are recognized in Ghana's educational sector, are given the support they need to function effectively, they can

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promote educational endeavors and, as a result, the nation's human resource development. Parents and other community stakeholders/members should feel more ownership of their children's schools as a result of Community Participation activities. As a result, it will be easier to ensure that the education offered is of high quality and relevant to the future lives of children. Additionally, it should result in increased community support for schools in terms of financial and other contributions (Addae-Boahene, 2007).

As school enrolment and attainment rise around the world, research has begun to reveal that cognitive aptitude, not attainment or enrolment, has a significant impact on labor market results and economic growth (Hanushek & Woessmann, 2008). This discovery is gaining attention in policy circles, with policymakers looking for ways to overcome learning inadequacies. Strengthening local school governance systems, which are bolstered by community contributions and participation, is a popular technique of enhancing educational performance. Services are most effective when they reflect local objectives and satisfy the needs of the clients they serve, as well as when service providers are held accountable to them (World Bank, 2003). Communities that are aware and interested in education can enhance accountability and learning by monitoring educational performance, lobbying for improved services, and supporting learning in and out of school (Bruns, Filmer & Patrinos, 2011).

In a study on school community ties, Ballen and Moles (2013) discovered that some strategies for parent and community participation in the educational process considerably improved the quality of students' educational experiences and their achievement during the last 15 years. According to Campbell (2012), educational reformers and researchers must now deepen their understanding of the qualities of

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effective parent and community participation, as well as the conditions in educational systems and communities where such participation has the most influence. School administrators and instructors in the majority of African countries, according to Onsomu and Mujidi (2011), do not appear to accommodate community engagement or encourage parents to become more active in school management. Some of these changes include giving parents less instructions, changing meeting times, using less efficient communication technologies, and making fewer or no house visits. Naidoo and Anton (2013) argue that in most cases, the family-community is not given the opportunity to participate in the business of education, create site-based decision-making that includes parents, and recreate a school structure that is less bureaucratic, impersonal, and budget-driven, as well as overcoming barriers to parent participation in the broader context of needed systemic changes.

Bunwaree (2012) claims that assisting teachers in being more receptive to working with parents and cultivating parent participation outside of the classroom entails more than simply mandating parent participation in the curriculum. According to Onsomu and Mujidi (2011), East and Central Africa still suffers from nearly the same factors, including: first, school leadership does not attempt to form a partnership with parents, believing that parents are irrelevant to the schooling process because they do not know what is being taught. Second, most parents are illiterate, and as a result, they have a poor educational background, unfavorable attitudes, and find anything related to school daunting.

Third, the great distances between home and school, as well as the high cost of travel, prevent parents from seeing their children at school. Fourth, most parents believe that teachers can handle everything on their own and that they do not need to be involved.

School-community partnerships allow the school and the community to share the burden of running schools and assisting students in achieving their educational goals, without which neither the school nor the community can gain (Tondeur, 2013).

In most emerging and developed countries, education has undergone many modifications. This strongly suggests that the optimum technique to set standards has yet to be found. Ghana has had multiple education committees since independence, yet the standards still appear to be lacking. The focus of these reforms has been various and varied, ranging from the government's role to teacher participation to community participation. Improvements to access through the rehabilitation and construction of school facilities, the promotion of full-scale community ownership and management of schools, and measures to increase education participation by girls and disadvantaged children were all key elements of FCUBE, which is one of the most popular reform programmes.
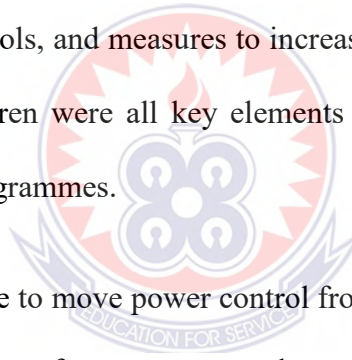
Attempts have been made to move power control from a centralized to a decentralized tendency. Different types of empowerment have been tried, including those that simply give teachers a voice and those that engage both teachers and the community.

According to Fullan (2000), in many industrialized countries during the 1990s, large-scale educational reforms intended to change the entire teaching profession. Instructors were encouraged to collaborate with one another, compare their work to that of other teachers, make adjustments in their work, develop managerial skills, and be sensitive to their communities (Oplatka, 2002; Tubin & Chen, 2002). Parents had traditionally taken a part in school affairs in countries such as the United Kingdom (UK) and the Australian state of Victoria, according to Hill, Oakley-Smith, and Spink (1990).

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Parents had long been involved in some school activities, such as raising cash for their schools, even if they were not given the opportunity to participate in decision-making. However, it wasn't until the mid-1980s that the concept of parents as partners in school governance, on par with the school's professional staff, began to gain traction. Parents and local community leaders have long been active in the operation of particular schools in the United Kingdom (Hill, Hwang & Kim, 1990). In British dependencies and former territories such as Australia, New Zealand, and the tiny colony city of Hong Kong, parental engagement in school councils and school boards was therefore frequent. It was no coincidence that the United Kingdom, New Zealand, and a few Australian states elected to reform their education boards and councils.

In Ghana, the training of the teachers has been the responsibility of government with support from key stakeholders. The community has been identified as a major stakeholder and thus has been given some of managerial role to ensure the smooth running of Colleges of Education. The relationship between the Basic Schools which is more community owned and Colleges of Education that train teachers for this level of education has become so thin that, the communities are recently making significant input especially in the out segment of the in-in-out programmeme. The in-in-out programmeme is a situation whereby students spend their first two years on compus and spend their third or final year in the coomunity for their teaching practice. It is against this background that a study to investigate the extent to which the community participate in the management of Colleges of Education in the Ashanti Region has become necessary.

1.2 Statement of the Problem

The purpose of building a school is to educate, train, and create decent citizens by equipping the future generation with skills, knowledge, and desired social conduct that will benefit both the individual and community as a whole. The importance that communities place on education has a big impact on how well schools work. The community shares and supports the school's mission and goals when education is highly valued and actively sought. Educational programmes at the school level are more likely to be relevant, supported, successful, and long-lasting when the community is involved in their creation, execution, and evaluation (Shaeffer, 1994).

Participation is important when it comes to decision-making at all levels of the educational process, from its inception through its programmeming and execution. Community participation in education has a long history, and the vast majority of communities participate actively in educational delivery. According to Williams (1994), as cited by Bekoe and Quartey (2013), the community was primarily responsible for providing educational facilities for children until the middle of the twentieth century. Community participation in educational services is gaining popularity because it fosters a sense of belonging and ownership of the educational institution. Over the years, governments have made many initiatives to involve communities in the educational process.

Local governments and residents were asked to fund and execute basic education in their communities under Ghana's Accelerated Development Plan (ADP) in 1951. One of these projects was the Ministry of Education's 2003 Education Strategic Plan (ESP). Stakeholders such as School Management Committees, Parent Teacher Associations (PTAs), District Assembly (DA), and Unit Committees would be active

participants in the formulation and implementation of educational programmes and initiatives under the participatory approach to education planning initiative (Ministry of Education, 2003). The District Education Strategic Plan (DESP) was designed following Ghana's decentralization process and departure from the traditional planning approach in the education system to ensure full participation and ownership of local stakeholders in education programmes in their specific communities (Addae-Boahene, 2007).

The participation of parents and the community in school management increases the community's positive interest in the school, fosters a sense of friendliness and goodwill toward the staff, ensures enough financial support, and fosters a sense of responsibility for the school's improvement (Bagin & Donald, 2001). The participation of the community in the school's management fosters positive relationships that encourage people to contribute to the school. The more involved the community is in the school's management, the easier it is for the school to adapt to changes both inside and outside the school.

Bangin and Donald (2001) state: "In a dynamically changing social order, the school cannot adapt to change or make the required modifications in its programme without integrating the community in its affairs." The community must be involved in the school's educational planning, policy making, problem solving, and evaluation in a planned, methodical, and active manner.

Despite the favorable influence of community participation in college administration, some college administrators are unwilling to allow communities to participate in their management decisions. According to the researcher's experiences with several college tutors and mentees in the Ashanti Region, there appears to be little or no community

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participation in the management of educational colleges. That is, when it comes to admissions, teaching practice programmes, and postings, the communities have little or no say.

While many studies have been conducted to examine community participation, majority of these studies were conducted in the western context (Ecclesm & Harrold, 2009, Goldring, 1994, Honda & Kato, 2013), there is therefore the need to get local empirical evidence on community participation in the management of our schools. Again, most of these studies were largely quantitative (Goldring, 1994, Honda & Kato, 2013). Most studies from the Ghanaian perspective to examine community participation in the management of schools were conducted at the Basic and Senior High School level (Aryeh-Adjei, 2021; Bekoe, Quartey & Teye, 2013; Asante, 2012) leaving a doubt as to the situation at the tertiary level. Drawing on mixed method approach, the study explored the extent to which communities participate in managing colleges of education in Ghana's Ashanti area.
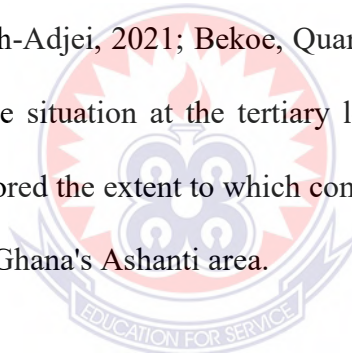
1.3 Purpose of the Study

The purpose of the study was to examine the benefits, challenges and factors that promote community participation in managing Colleges of Education in the Ashanti Region of Ghana.

1.4 Objectives of the Study

Specifically, the objectives of the study were to:

1. explore the extent to which communities participate in the management decisions in the Colleges of Education in the Ashanti Region.

2. examine the benefits of community participation in the managing Colleges of Education in the Ashanti Region.

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3. analyse the challenges college administrators encounter in involving the communities in managing the Colleges of Education in the Ashanti Region.

4. examine the factors that promote community participation in managing the Colleges of Education in the Ashanti Region.

1.5 Research Questions

The study was guided by the following research questions:

1 To what extent do communities participate in the management decisions in the Colleges of Education in the Ashanti Region?

2 What are the benefits of community participation in the management of Colleges of Education in the Ashanti Region?

3 What inherent challenges do the College Administrators encounter in involving the communities in the management of the Colleges of Education in the Ashanti Region?

4 What factors promote community participation in the management of the Colleges of Education in the Ashanti Region?

1.6 Significance of the Study

The outcome of the study would have theoretical, policy and practical significance. Theoretically, the findings of the study would provide contextual information or knowledge on community participation in the management of Colleges of Education in the Ashanti Region, thereby expanding the frontirers in this field. Again, the findings from this study would either validate or confirm Epstein (2006) framework for community participation in education within the context of Colleges of Education in the Ashanti Region of Ghana.

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Besides, the outcome of the study would go a long way to review the state of affairs at the Colleges of Education and assess the success or otherwise of the out-segment programmeme. The study would without doubt come up with a framework towards the improvement and sustenance of the new curriculum at the Colleges of Education level towards an improved Basic Education.

The outcome of the study would inform the Ministry of Education, Ghana Education Service and the Ghana Tertiary Education Commission (GTEC) etc. to strengthen already existing policies for effective implementation and also enact new policy on the current trend on community participation so as to realized educational goals and objectives.

The study's findings would be useful to parents, students, teachers, traditional rulers, and other stakeholders as a source of information. NGOs, parents, and other community-based organizations would be well aware of the level of support needed to ensure that education is delivered successfully. The study would contribute to current national and international research into the quality of management in teaching and learning and more importantly, on what teachers know and value in terms of quality teaching practices.

As very important stakeholders towards the education of the Ghanaian child, the community would be critically aware of the teaching practice as far as its role is concerned. This would enable development partners and government officials to be aware of which areas need review so that a holistic approach would be adopted to improve the quality of teaching and learning at the Basic Education level of Ghanaian public schools.

Again, the findings are intended to teach community members about the importance of collaborating with the government in the provision of education in their area. The outcomes of this study will also contribute to the existing body of knowledge in Ghana about community participation in education delivery and how this notion is being applied.

1.7 Defination of Terms

The in-in-out segment in the study means a situation whereby students spend their first two years on compus after admission and spend their third or final year in the community for their teaching practice.

1.8 Delimitations

The study was theoretically limited to the participation of the communities in the Education. It covered the invaluable role the communities play from the enrollment of the teacher trainees through the schooling to the completion and posting of the newly trained teachers. Geographically, the study covered the Colleges of Education in Ashanti Regions. The Colleges of Education in Ashanti Region possess some dynamics and characteristics that makes them representative of the entire nation.

1.9 Organization of Chapters

The study consists of five chapters. Chaper One of the study covered the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the significance of the study, definition of terms, delimitations and the organization of the chapters. Chapter Two of the study looked at the literature review of the study. Third chapter covered the methodology of the study. Chapter Four covered the analysis and findings of the study and finally, Chapter Five presents the summary of the study and this concentrates on the key findings from the

research, conclusions, recommendations, limitations and suggestion for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter examines significant literature on the subject. It looks at theoretical reviews and the conceptual framework that underpins the research, as well as practical investigations in the field.

2.1 Theoretical Review

This study on community participation in managing the colleges of education in the Ashanti Region was grounded on Epstein's theoretical framework "the overlapping spheres of influence" which focuses on interaction and communication, or partnerships among families, schools , and the community to bring the three closer together. It is therefore, believed that this theory is appropriate and has some associations with this study.
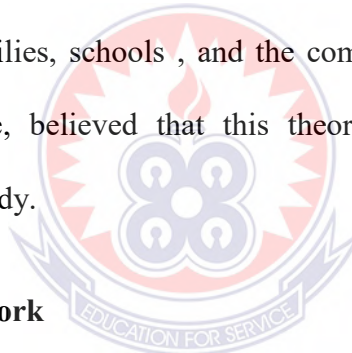
2.1.1 Epstein's Framework

A number of educational scholars suggest that community participation in education improves students' academic achievement and serves as a motivator for students to move on to tertiary education (Epstein, 2006; Griffin & Steen, 2010; UNESCO, 2013). Children, parents, community members, local governments, teachers, the private sector, and other relevant stakeholders all agree that community participation in education refers to the processes by which children, parents, community members, local governments, teachers, the private sector, and other relevant stakeholders participate in school programmes or education-related institutions. It is claimed that involving parents and communities in schooling has significant educational benefits (Epstein, 2006; Bryan & Henry, 2012).

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These studies claim that involving families and communities in schools, especially when they collaborate, improves students' academic progress. Epstein (2006) established a school-family-community partnership framework for schools and education institutions to increase participationand foster collaborative work between schools, communities, and families for learners' learning (Epstein, 2006). Several educational institutions and academics in both developing and rich countries have used this paradigm (Epstein, 2006; Griffin & Steen, 2010; Bryan & Henry, 2012).

Epstein felt that when teachers, families, and the community work together to meet children's learning and development goals, they can achieve greater results (Epstein, 2006). Epstein proposes that educational institutions form strong alliances to support this argument. Teachers, parents, and administrators collaborate to plan and implement goal-oriented programmes, policies, and whole-school activities to foster a feeling of community between families and schools, according to Epstein (Epstein, 2006). Epstein created a participation framework with six categories of participation to help develop effective connections. Epstein used the term "involvement" to describe a variety of forms of engagement without grading them as "strong" or "weak." As a result, Epstein's framework is not prescriptive because the concept of participation can vary depending on the environment, sorts of involvement, and level of commitment of the implementers. This framework can be used at all levels of schooling and in a variety of settings.

Table 2. 1:   Epstein's Framework for Forms of Community Participation in Education

Type of Involvement	Description
Parenting	The schools assist parents and the community in developing parenting and child-rearing skills, understanding child development, and creating home environments that support children as students at all ages and grade levels.
Communicating	Through excellent school-to-home and home-to-school communications, the schools keep the community and families informed about school programmes and student progress.
Volunteering	Enhance outreach, training, and schedule to incorporate families as volunteers and improve family attendance at events, at school, and in other venues.
Learning at home	Families can participate in learning activities with their children at home with the help of the schools' suggestions and strategies.
Decision making	Parents Teachers Associations (PTAs), school councils, committees, and other parent organizations can help families participate in school choices, governance, and lobbying.
Collaborating with the community	Work with businesses, agencies, and other organizations to coordinate resources and services for families, children, and the school. Contribute to the community's well-being.

Source: Adopted from Epstein's Framework for Community Participation in Education (2006)

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2.2 Empirical Review

Participation of parents and the community at large in school development varies by country. Parents and the community are involved in practically every area of operation, administration, and management in several nations. Parents are responsible for carrying out school goals, developing human resources and financial resources, and putting those plans into action (Okumbe, 1999). Participation of parents in their children's education was not part of Chinese culture for a long time. Parents lacked the knowledge and expertise to offer their children with adequate learning activities (Chen, 2002). According to participation studies, a country's social, cultural, and historical contexts influence how people see or understand it (Suzuki, 2000; Uemura, 1999).

For example, in the UK and the USA, the current debate has centered on parental participation in school choice and governance, whereas in developing countries, the debate has centered on community participation in school construction, financing, and management (Bray, 1996; Suzuki, 2000). In a number of countries that have committed to participation, the experiences with decentralisation in allowing for community engagement have been highly uneven.

Adam (2005) conducted a case study in Northern Ghana to investigate the impact of community participation on basic school performance. The study looked at the different types and levels of community participation in rural and urban schools, as well as how it affects school performance. The findings revealed that there is a high level of education growth when the community actively engages in school activities. Mulengeki (2004) investigates the ability of local communities and the running of elementary schools in Tanzania's Kagera Region. The study focuses on the tactics that were used to mobilize and manage community resources in order to improve access,

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quality, and relevance of school programmes. The data revealed that schools used different techniques to mobilize and manage resources. In terms of school infrastructure as well as teaching and learning resources, rural schools out performed urban schools.

The data also found that in rural schools, school committee members' planning and decision-making competency was extremely poor. It was discovered that community participation in school activities was insufficient. The effectiveness of community participation was also found to be hampered by an inadequate communication network connecting the school and the community.

In June 1994, the Malawian government announced that all elementary school fees will be removed as of the start of the new school year in October. This resulted in an influx of almost one million new students in primary schools. Thousands of students were forced to attend classes in make shift facilities such as churches and mosques because classrooms were overcrowded. Thousands more gathered in the open air or beneath the shade of trees. In a small shed known as a classroom, it was usual to see classes of two or three hundred youngsters. A primary education project was developed in response to the new imperatives, focusing on the construction of classrooms and associated infrastructure, pedagogical support, and in-service training, particularly for newly recruited teachers, as well as the provision of teaching and learning materials. In order to achieve the first goal of school construction, community participation was embraced.

The idea of incorporating community engagement into the project was considered throughout the planning stage. As a result, all stakeholders, including the bank, the government, and communities, were pleased with the accomplishments made possible

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by community participation (World Bank 1995). Furthermore, community people were contributing funds and joining school committees to monitor school performance as part of the aforesaid activities. Members in the community were prepared to make monetary contributions because they cared about their children and wanted to give them with a good education. This is because the government has given the local community more duties. Communities were encouraged to take an active role in the planning, construction, and operation of their schools at all stages (World Bank, 1995).

Empirical data, primarily from Latin American countries, has revealed some effects of community participation on improved attendance of students and teachers, as well as on students' learning outcomes (Bruns, Filmer, Patrinos, 2011). Taniguchi and Hirakawa (2016) recently proposed an indirect positive association between community participation and pupil learning outcomes in rural Malawi, based on enhanced school management. In Senegal, a recent study using the randomized control trial technique found that school grants had an impact on Grade 3 pupils' French, Mathematics, and oral reading exam results, particularly for girls with high ability levels at baseline (Carneiro, Koussihouèdé, Lahire, Meghir, & Mommaerts, 2015).

Bruns, Filmer, and Patrinos (2011) found that a combination of school autonomy, students' learning assessment, and accountability to parents and other stakeholders resulted in improved student learning performance. Hanushek, Link, and Woessman (2013), on the other hand, examined a panel dataset from international PISA I tests between 2000 and 2009 and discovered that school autonomy has a negative impact on student achievement in developing and low-performing countries, but a positive

impact in developed and high-performing countries. Other studies have hypothesized the challenges of community participation in school management in terms of social structure, social and cultural dimensions of individual and organizational behavior, and political intervention in community participation, based largely on qualitative case studies.

Chadians place a high value on education, hence local contributions to the expense of education have long been a tradition in the country. This explains why, even as the education system degraded owing to the civil war in 1979-82, local communities sought to assume a larger role in financing and operating schools (Uemura, 1999). Uemura, 1999 further posits that; The government recognized that communities play a vital role in the educational system and asked the World Bank to develop a project that would involve local people and react to their specific needs. The project preparation was carried out with the participation of diverse groups of individuals in order to assure the engagement of numerous stakeholders. First, the government held four Regional conferences, inviting members of local school associations, representatives from non-governmental organizations, women's organizations, ministry officials, school inspectors, school directors, and instructors. Participants at the meetings explored local primary education issues and methods for addressing them. The debate revealed that Chadians at the local level are deeply committed to and actively involved in their children's education (Uemura, 1999).

Otieno (2002) investigated the importance of parents' participation in their children's education and found that parental participation at school aided children in achieving the best learning outcomes. He indicated that parents were involved in their children's education through school council, parents' club, volunteering, and staying informed

about what was going on in the classroom. Parents who wished to volunteer or assist with school activities such as excursions and other school events for educational growth could do so in this atmosphere.

Matekere (2003) used the case study of Mvomero district council in Morogoro Region to demonstrate the success of community secondary schools in Tanzania. The outcomes of the study demonstrated that inadequate community knowledge and a lack of school ownership contributed to the ineffectiveness of community secondary schools. Due to low community participation in school activities, the study determined that community secondary schools were ineffective in providing education.

Seni (2008) conducted a situational analysis on the state of community support in managing community secondary schools in which local leaders and community members were actively involved in school management; they had at least a reasonable number of classrooms, teaching and learning resources, and staff, despite the fact that they were still insufficient in relation to actual demands.

Raphael (2008) found that community leaders are only partially involved in some management duties, with the exception of school plan implementation, in a research on community participationin the management and financing of community secondary schools. Their participation is limited to the early stages of school preparation, such as organizing direct voluntary and mandatory cash, resource, and labor contributions, as well as donation and site distribution.

El Salvador's government was unable to deliver public services to its citizens after a twelve-year civil war ended in 1992, destroying community's fabric, including

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education. Primary education was not available in remote areas. Communities worked together in these trying times to establish a self-managed, private education system, which was administered by a group of rural laborers who hired and paid teachers with their own money. In 1991, the government began sending funds to these innovative community-run schools known as EDUCO (Education With Community Participation) (World Bank, 1997). Until now, EDUCO schools have been managed by the Community Education Association (ACE), which is made up of the kids' parents. ACEs are also responsible for obtaining additional financial resources, as well as mobilizing parents and community members to volunteer in support of the school (World Bank , 1997).

Public/government schools, private schools, and community schools are the three types of schools in Kenya. Public and government schools account for the majority of schools in the country. In public/government schools, the government is responsible for paying teachers' salaries and providing textbook and school meal subsidies. They get help with supervision, curriculum development, and pedagogical growth as well. Construction of school buildings, pay for non-teaching employees, and operational costs are all examples of community involvement. Private schools are run by individuals, businesses, churches, and other recognized organizations. Parents participate by paying their children's school fees. Communities construct, finance, manage, and maintain community schools. The communities are responsible for paying instructors' salaries, teaching materials, and other recurring expenses(World Bank, 1997).

2.2.1 Concepts and Definitions of Community

Depending on the context, the term "community" has been defined in a variety of ways. People, place, and interest are the most popular ways to characterize it. A community is defined as a geographical area made up of people who engage socially and share one or more shared interests (Hillery, 1955). Most theories agree that this claim is still valid (DeRienzo, 2008; Epstein, 1995; Garcia, 2011). Community refers not only to a place, but also to individuals and institutions in the community (DeFilippis & Susan, 2008). DeFilippis and Susan (2008) proposed that community includes people and places as people, places, and institutions that we come into contact with on a daily basis. Community, according to Hornsby (2000), is described as "a group of people who share the same religion, race, job, or hobby... the sensation of sharing things and belonging to a group in the location where you live." This is why there is a "Polish community in London," a "Muslim or Christian community" in almost every country, a "Hausa or Igbo" community in Nigeria, and a "Yoruba community" in Ghana. In Africa, a typical image of a community is a medium-sized rural village with a close-knit group of residents who are generally self-contained and with everyone else.

The term community can be broken down into three main aspects based on the definitions above. A community can be defined generically as an aggregate of population who inhabits a circumscribed territory with a given pattern of social ties for which they work together to solve their common problems and satisfy their wants, combining these features (Hornsby, 2000). Hornsby argue that when used extremely narrowly, community refers to a group of people in a town or neighborhood who have a common interest in their everyday lives. As a result, depending on the context, the concept of community may be narrow or broad.

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Bray (1996) highlights three aspects of community in the context of education. A geographic community is a group of people who live in a small Region, such as a village or a district. The second part of a community is its membership, which includes qualities such as ethnicity, language, culture, and so on. The last one is based on the community's shared concerns, which include parents, associations, and institutions. Parents, for example, may have shared concerns about their children's welfare and education as community members. In this study, the term "community" refers to a heterogeneous set of education-related stakeholders who share a common goal. Principals, teaching practice coordinators, mentees, community-based organizations, and openion leaders in the Ashanti Region are among those involved.

2.2.2 Meaning of Participation

Participation is often defined as the collaboration of agencies from both inside and outside a community on development projects that benefit a common good (Cornwall, 2006, 2008; Mohan & Stokke, 2000). Participation, according to Cornwall (2008), can refer to nearly everything that includes people. Participants can include key stakeholders with clout and power over development projects, communities, and the general public (Nelson & Wright, 1995). Swanepoel and De Beer (2006), on the other hand, contend that participation does not exist until people are mobilized to participate in decision-making, planning, and project management, which includes implementation, monitoring, and evaluation. Direct and indirect participation are also possible. The community participates in the development programmeme in the first form, whereas the community participates in the second form through representatives such as committees, associations, and clubs (Save the Children Cambodia, 2015).

Community participation has been defined as the active participation of a defined community in at least some aspects of project design and implementation, with the

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primary goal of incorporating local knowledge into the decision-making process of the project or initiative (Mansuri & Rao, 2013). Ratanavaraha and Jomnonkwao (2013), on the other hand, argue that participation is a process that allows individuals to participate in the design and implementation of development efforts through collaborative problem-solving.

It entails using mutually creative knowledge and skill generation alongside appropriate guiders, as well as monitoring organization and related staff implementation, resulting in an increased standard of living and the resolution of difficulties. For the purposes of this study, Mikkelsen's (2005) definition of 'participation' will be used to lead the research because it corresponds to activities/events occurring in the study area.

2.2.3 Meaning of Community Participation

Talking about community participation in education is nothing new or unique. Communities all over Africa have made significant contributions to education in the past, and they continue to do so now. Communities are at the heart of Africa's collaborative endeavor to improve education, and education development cannot occur until communities are at the center of education change—as educators and information providers, as well as government, civil community, and donor partners (Watt, 2001). Community participation, also known as community engagement or community involvement, is considered a social concept in this research. It's thought of as a living organism in which human connection and behavior have significance and produce expectations (Bartle, 2003).

Participation in the community extends beyond geographical, ethnic, religious, totemic, and linguistic boundaries (Russell, Polen & Betts, 2012; Bartle 2003). It also

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includes a broader ecological concept (Ashford & LeCroy, 2010) that celebrates community diversity in terms of knowledge, abilities, and skills in the name of managing life-long and life-giving organizations for the social good by developing, accepting, and respecting openness and oneness in the name of managing life-long and life-giving organizations for the social good (Altrichter & Elliot, 2009). Community engagement is considered as an evolving and changing process that is context-dependent in these perspectives.

The concept of community engagement is part of a larger participation paradigm. Many definitions of community engagement are based on early 1970s United Nations Resolutions. As quoted in Midgley (1986, p.24), community participation is described as "the establishment of opportunities for all members of a community and the greater community to actively engage in and influence the development process, and to share equally in the fruits of progress."

Narwana (2010) defines community participation in education as a process in which individuals and social agencies impacted by schools collaborate to make crucial school policy decisions such as teacher hiring, infrastructure, budgeting, and integration plans. As a result, community participation in education can be defined as a process in which the community in which the school is located shares common obligations for providing high-quality education to the community's children. Community participation, in a larger sense, refers to all stakeholders and the general public's participation in problem-solving and decision-making in developmental concerns, according to Bull (2011). In terms of education, community participation has traditionally and narrowly been defined as participation by people of the community who have a direct connection to the school because their children are enrolled there (Gorinski & Fraser, 2006).

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Colletta and Perkins (1995) outlined many forms of community participation in education, including (a) research and data gathering; (b) school management; (c) communication with policymakers; (d) curriculum design; (e) development of learning materials; and (f) school construction. In Sub-Saharan Africa, Heneveld and Craig (1996) identified parent and community support as one of the important elements determining school effectiveness. They identify five types of parent and community support that are important in the area: (a) Students arrive at school ready to learn; (b) the community supports the school financially and materially; (c) the community plays an important role in school governance; (d) community members and parents assist with instruction; and (e) communication between the school, parents, and community is open and frequent.

There are three forms of education and community, according to Williams (1994). Government-provided education is the first paradigm, in which governments are in charge of delivering and regulating education. Education has become increasingly standardized both within and between countries, and governments have limited community participation. Traditional community-based education is the second form, in which communities educate new generations of young people in order to convey local customs and economic skills. In this approach, education is deeply entwined with local social relations, and school and community are intimately linked.

The government plays a small role, giving little basis for political integration at the national level, as it is of little help in satisfying the specialized training needs of industrialised economies. Governments, on the other hand, have proved that they are unable to provide the community with proper educational delivery, fully-equipped school facilities, and a full range of grades, teachers, and instructional materials due

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to a lack of resources and administrative skill. This necessitates the establishment of a third paradigm, referred to as the collaborative model, in which the community assists the government in providing education.

In this study, community participation in education refers to the level or extent of community participation in the decision-making process, management, activities, or operation of colleges of education. That is the extent to which parents and other recognized community groups contribute to the creation of a learning and teaching environment that is efficient and successful. In other words, it refers to community participation in education programmes within the context of a national development plan. From the foregoing considerations, community participation in education can be defined as the numerous actions that parents/guardians and other stakeholders engage in in order to improve students' comfort, performance, and achievement in schools.

2.2.4 Forms and Levels of Community Participation in Education

Depending on the context, the term "participation and education delivery" can be construed in a variety of ways. Shaeffer (1994) defines several degrees or levels of participation in education and offers seven possible definitions, including participation through:

1. the mere use of a service (such as enrolling children in school or using a primary health care facility)

2. the contribution (or extraction) of money, materials, and labour

3. 'attendance' (e.g. at parents' meetings at school), implying passive acceptance of decisions made by others

4. consultation on a particular issue

5. participation in the delivery of a service, often as a partner with other factors.

6. participation as implementers of delegated powers; and

7. participation in "real decision making at every stage', including identification of problems, the study of feasibility, planning, implementation, and evaluation (p. 23)

The first four definitions utilize the word participation and suggest primarily passive collaboration, whereas the last three items use the word participation and imply a far more active role, according to Shaeffer (1994). Shaeffer also offers several specialized activities that need a high level of engagement in a broader development framework and can be used in the education sector. These have been divided into four broad groups, each with its own set of activities, to aid in determining and analyzing the levels of participation of various stakeholders in educational delivery.

Access Promotion: assuring regular attendance, staying and finishing, encouraging enrolment, providing education advantages, advocating for girls' education, and identifying variables that contribute to educational issues such as low enrolment, high repetition, and dropouts.
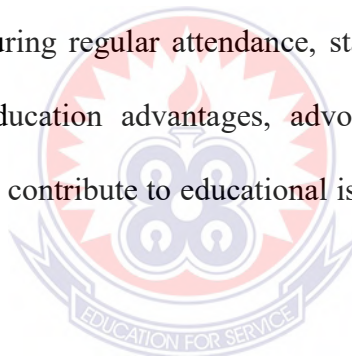
School Management, Monitoring and Supervision: Raising finances for school activities, keeping track of teachers' attendance and performance, forming village education committees to manage schools, planning school calendars, and maintaining the school budget are all responsibilities that must be done.

Infrastructural Developments: providing teachers with housing and security, deciding on school locations and schedules, giving labor, supplies, land, and cash, and constructing, repairing, and renovating school facilities

Improving Performance: boosting school staff morale, supporting teachers, attending school meetings to learn about children's learning and development, providing skill instruction, assisting children with homework, obtaining more

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teaching and learning resources, preparing children for schooling by providing them with adequate materials and stimuli for cognitive development, preparing children for school readiness by providing them with adequate materials and stimuli for cognitive development (Shaeffer, 1994).

Community participation, according to Cavaye (2010), is like "onion rings." A small group of extremely committed and driven individuals sits at the "heart" of community endeavors. The people who participate in the events organized by the core and lend support to the core's objectives are referred to as "participants" around the "core." The "observers," who generally watch and/or critically assess the development of the activities and initiatives produced by the "core" and supported by the "participants," make up the third ring.

Even if "observers" may be interested, they are not yet actively involved. Around the "observers" is a bigger circle of people who are "knowing" of the activities organized and held in the community but are not interested in participating in such programmes or activities. The final circle is made up of community members who are unaware of any activities or programmes taking place in their neighborhood.
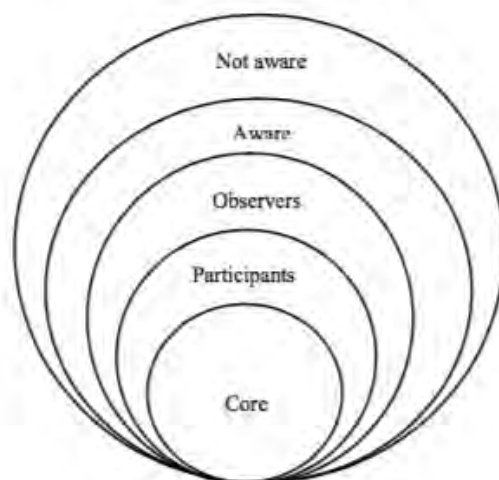
Figure 2.1: Structure of community participation

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According to Lyndon, Selvadurai, Mat, Besar, Aznie, Ali, and Rahim (2012), community participation typically includes several elements such as planning and implementation, monitoring and evaluation, and it is critical to community participation in that members of the community should discuss, consult, and reach a consensus among themselves in any programmeme or initiative to be implemented in their community so that all participants can benefit and thus improve their quality of life.
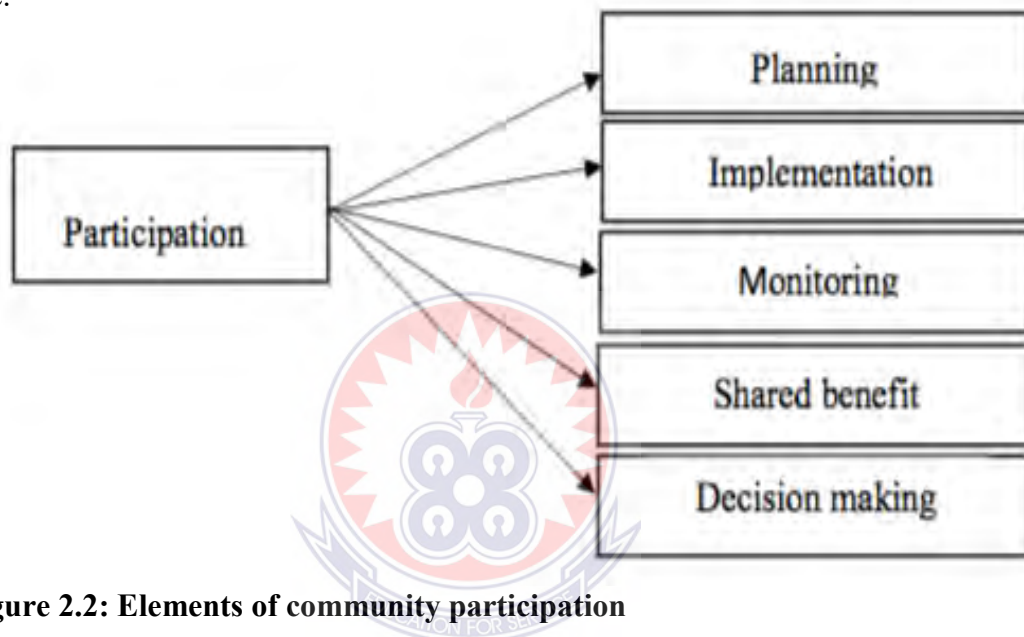
Figure 2.2: Elements of community participation

According to Kalembe (2013), successful community engagement requires grassroots community support, the formation and strengthening of stakeholder networks, and a commitment to accelerate the programmeme in order to influence the majority. All of these indicators, on the other hand, appear to be evaluation criteria for a single programmeme rather than concerns that characterize community engagement. As a result, Wilson and Wilde (2003) offer four dimensions of community participation that, rather than attempting to define it through evaluation criteria, can help to a better understanding of community participation.

Influence: How specific programmes include communities in the development of regeneration plans/activities and all decision-making processes.

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Inclusivity: How specialized programmes ensure that all community groups and interests can participate, as well as how inequity is addressed.

Communication: How specialized programmes build successful methods for sharing information with communities and transparent procedures that maximize community engagement.

Capacity: How specialized programmes give the tools that communities require to participate and support both local people and those from other groups/agencies/shareholders in developing their understanding, knowledge, and ability.

2.2.5 Approach to Community Participation in Education

Greater levels of community engagement are the result of an evolutionary process that progresses from lower to higher levels of participation with varying speeds and outcomes at various levels of governance (Shaffer, 1994). Participating communities, according to Reid (2000), differ from one location to the next, yet they have key characteristics: To begin with, many members of the community, not just the elite, are participating. Second, all groups are welcome to participate, duties are shared within the community, and ideas and abilities are equally valued. Third, actions are carried out in a transparent manner and extensively publicized so that everyone is informed. Fourth, residents are urged to give their best for the greater benefit.

Fifth, people of all colors, ages, races, previous memberships, levels of education, occupations, personal reputations, and other factors are welcome. Furthermore, the members do not sit idly by and wait for others to take the initiative; rather, everyone participates and supports one another. Finally, the communities are open-minded;

they are not externally influenced; and leaders do not champion their own personal interests, instead focusing on high-quality democratic decision-making processes.

According to Shaffer (1994), certain minimal requirements must be met before a good practice can be transformed. Collaboration and partnership with other actors in development, as well as the encouragement of new norms, the development of new processes and tactics, and the development of new knowledge, skill, and attitude, are among these basics. Shaffer further assert that, adding three more factors leads to a higher level of community participation transformation. "The development of mechanisms for collaborative structure and organizations is the first requirement that leads to transformation into excellent practice of community participation. This may be possible if: (a) individual and institutional norms are accepted at all levels of the bureaucracy; (b) government intervention and support, adaptive and flexible hybrid, and the existence of understandable objectives and shared vision of the programmeme in question, as well as clear, systematic, and consistent guidelines concerning participation and collaboration; and (c) there is a horizontal relationship within and between bureaucracy and different actors. Certain elements must be considered since they may have an impact on the benefits that can be realized through collaboration with various stakeholders. Individual and institutional jealousies, competition for restricted government resources and outside financing, and the ambition to develop one's own creativity are only a few examples.

In addition, transforming into a more active member of the community necessitates the development of social, political, and cultural standards. This necessitates: (a) individual and institutional openness and adaptability to change, ideas, the outside world, and new ways of doing things, as well as the national, political, and cultural

environment, education system, and school openness and adaptability to change, ideas, the outside world, and new ways of doing things. (b) a consistent system, widespread commitment and support for collaboration, participation, and partnership, particularly among community members; and (c) greater professional and social autonomy and empowerment, both at the system's lower levels, particularly at the school level, and out to other community actors.

Setting policy, procedures, and guidelines at both the national and school levels is the third criterion that could lead to transformation into excellent practice of community engagement. This necessitates: a) the establishment of policies and guidelines for guiding the tasks and responsibilities of school management committees and communities, which could improve collaboration at the micro level of the educational system. These committees are responsible for fostering collaboration and partnership within and across schools, as well as between students, parents, other communities, and the school, as well as between communities and communities or throughout community. b) establishing particular legislation, policies, procedures, and guidelines at the school and national levels relating to the function and responsibility of organizations in order to improve collaboration" Shaffer (1994 : pp70-71).

2.2.6 Benefits of Community Participation in Education

According to Cornwall (2008), the purpose of any activity that attempts to involve the community in education is to improve educational delivery so that kids learn more and are well prepared for the changing world. There are several reasons to believe that community participation aids in the achievement of this goal. Following a thorough review of the literature, reasons for the necessity of community participation in education have been identified. Effective community participation, according to

Blimpo, Evans, and Lahire (2014), leads to enhanced student learning. Again, Hall (2011), Honda, and Kato (2013) found that involving community people helped improve school administration accountability.

One of the benefits of community participation in education delivery, according to a World Bank report from 2012, is the maximization of limited resources. Learning materials and human resources are both scarce everywhere, especially in underdeveloped nations, according to the report. As a result, the attention has moved to developing efficient and effective ways to make use of the limited resources available. Although some communities have a long history of participationin education, it is not often acknowledged that communities have resources to give to education. Involving parents, families, and communities in education can expose problems that contribute to low school enrolment and attendance, as well as poor academic performance.
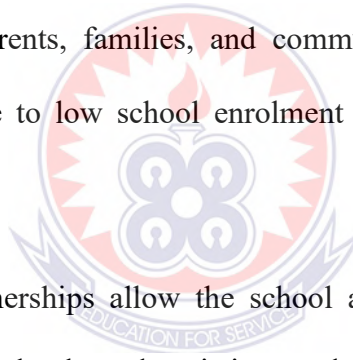
School-community partnerships allow the school and the community to share the burden of running the schools and assisting students in achieving the educational goals, without which neither the school nor the community can gain (Tondeur, 2013). Students' persistence and achievement are boosted by effective school-community relationships. According to Ecclesm and Harrold (2009), student achievement is positively related to parental participation in school, and schools that encourage high levels of parental participation outperform schools with lower levels of involvement. According to Perrone (2008), while every community has people with experience who may enrich life in schools, many schools do not fully utilize community resources. He says, "Schools that have relied solely on instructors have always been constrained by the experience basis that teachers bring to their classes." Fullon and

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Watson (2013) argue that in order to comprehend the school-community interaction, one must consider the nature of the existing relationship, how parents and teachers can collaborate for school reform, and how teachers can be integrated into the community.

Community participation, according to UNICEF (1992), can help promote females' access to education. By participating in school activities and communicating with teachers frequently, parents and communities can learn how girls' education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family food and wellbeing, reduced fertility rates, and reduced child mortality rates.

Participating in discussions with parents and communities as part of school activities also aids in identifying obstacles that restrict girls from attending school. Parents are urged to convey their concerns and the reasons for their daughters' absence from school. Many parents in remote areas, for example, are hesitant to send their daughters to school because they are concerned about their daughters' safety on the journey to and from school, according to the survey. In addition, because girls are key domestic workers, they assist their mothers in doing chores and caring for their younger siblings. The time that requires going to and from school seems too much to waste for the parents. These are significant roadblocks that must be addressed and conquered in order to encourage girls' education.

Communities can assist identify and solve factors that lead to educational challenges, such as poor academic achievement and limited engagement, according to a report published by the World Bank in 1995. The research highlighted a case study in Gambia, where participatory rural appraisal approaches were applied to schooling.

The goal of the project was to figure out why females don't go to school, mobilize communities around these issues, and help them organize their own solutions (World Bank, 1995). Thirteen local researchers were taught in participatory rural appraisal approaches, which allowed all members of a community to participate, including women and men, the illiterate and the literate, the young and the old. A sample of seven rural villages was chosen, and a team of researchers visited each one. PRA was taught to thirteen local researchers, allowing all people of a community to participate, including women and men, illiterates and literates, young and old. A group of academics worked with locals in a sample of seven rural villages, focusing on village mapping, income and expenditure calendars, group talks, and matrices of community and education concerns. Tearchers worked with people on village mapping, revenue and expenditure calendars, group talks, and matrices of community and education issues.

The study found that key barriers to girls receiving an education included: (a) a higher risk of early pregnancy; (b) high schooling costs; (c) an insufficient supply of schools, particularly middle schools; (d) a loss of respect for traditional values, particularly obedience and humility toward husbands; and (e) men's perceptions that girls will be less successful in life in general.

In two of the seven towns, residents were asked to choose six major issues from a wider list that they had developed previously, which they could begin to solve in a practical way, primarily with their own resources. Various solutions to problems were devised, and the ones that appeared to have the most possibility of success were incorporated into a Community Action Plan.

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Communities and parents' participation, according to Goldring (1994); Colleta and Perkins (1995), helps create curriculums and learning resources that represent kids' everyday life in community. Students can easily relate what they are learning with what they already know when they use textbooks and other resources that depict their own experiences in their neighborhood. In Papua New Guinea, Goldring (1994) highlighted examples of community schools that aimed to connect the culture of the students' home community with the culture of the school.

As a result, schools regard the community as both the center of learning and the focus of education. As a result, community schools have become crucial to national curriculum creation, allowing community life to be portrayed in the curriculum, such as festivals, customs, musical instruments, and local commercial activities (Goldring, 1994). Another example, according to Colleta and Perkins (1995), is Colombia's Escuela Nueva Programme for multi-grade schools, which integrates a number of unique components, including community participation in school curriculum. Self-instructional textbooks encourage students in identifying instances and cultural components from their own experiences in each learning assignment, allowing local materials to be gathered in the learning centers.

Oral history is transcribed and cataloged. Local crafts, health issues, transportation, sports, dances, food, jobs and economic activities, geography, landscapes, animals, flora, and minerals are all documented and classified for use in educational activities. Students at Escuela Nueva use curriculum that is relevant to their lives and communities, allowing them to build a set of basic learning needs, skills, attitudes, values, and knowledge that will allow them to continue learning and applying what they have learned in their communities (Wilson, 2019).

Parents are typically concerned about their children's education and are generally willing to assist in improving educational delivery. Parents can be part of the system of monitoring and supervising teachers in Regions where teacher absenteeism and poor performance are important issues, ensuring that instructors arrive on time and perform successfully in the classrooms. Parents and communities are valuable resources that can be used not just to improve educational delivery but also to become the primary agent of educational delivery (Mbiti, 2016).

In Madagascar, for example, while government spending in primary schools were relatively low, parents and communities gave money, labor, and materials to support schools in the country. (World Bank report, 2004). In the absence of government funding, parents and the community are responsible for school equipment, infrastructure, and student supplies. As a result, the community and parents play a crucial role in keeping the schools running (World Bank, 2012).

In terms of why communities or parents participate in education, Bray (2000) believes that parents are a suitable place to start the process of community building since they are presumed to have a natural interest in their children's education. Baku (1994) also explains why communities or parents participate in educational activities. Enrollment and retention of students, upkeep of school buildings, learning environment, and overall quality and long-term impact of education all benefit from community or parent-teacher collaboration in educational provision.

Bray (2000) and Watt (2001), as well as other scholars, have used empirical information from their studies to shed more light on the effects of community participation in education. Participation, in reality, fosters ownership and a greater grasp of the true nature of the country's educational challenges (Bray, 2000). Watt

(2001) has also stated that community-based educational development has the potential to improve ownership, responsibility, and efficiency. Enhancing the community's sense of ownership of a school increases the likelihood that parents will support the school's goals and that their children will attend and study on a regular basis. Teachers and other sector professionals are more likely to accomplish their jobs well when communities take an active interest in what is going on in the classroom when communities show an active interest in what is going on in the classroom. This, in turn, would improve educational accessibility and quality.

Advocates for school-community relations, according to Fitriah (2012), believe that parent participation will mobilize and create resources that schools may not be able to generate, parents and teachers are willing partners in home-school links, and parents and families will be able to pool together those local resources that are relevant to their students' education. The premise that parental participation will mobilize and develop resources that schools may not be able to generate suggests that the community has a wealth of resources in the form of local traditions and practices that pupils could benefit from. Tondeur (2013) contends that there are tremendous untapped educational skills within the family and opportunities outside of the standard formal classroom structure that schools may benefit from. Duhou (2013) argues that when instructors form deep professional ties with a family, they gradually have a better understanding of the entire child.

Community participation in education, according to Carilo and Valismo (1994), aids in the creation of a nurturing school environment and a strong community-school collaboration. They proposed a number of strategies for bringing parents and community members closer to the schools they serve, including: (a) making the transition from home to school as smooth as possible; (b) minimizing discontinuities

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between schools and communities, as well as between schools and families; (c) preparing pupils to engage in learning experiences; and (d) minimizing conflicts between schools and communities, schools and families, teachers and parents, and what is taught in school versus what is taught at home.

Communities can help schools by sending respected members of the community, such as religious leaders or tribal chiefs, to speak in classes about community history, traditions, customs, and culture, which have long been celebrated in the area. By providing long-term answers to local challenges, schools can contribute to community activities. McDonough and Wheeler (1998). detail the Social Forestry, Education, and Participation pilot project (SFEP) in Thailand as one example.

By immersing fifth and sixth grade students in investigations of local village concerns related to forest management, the project aimed to transform teaching, learning, and school-community interactions. The students went around to several settlements, asking questions about village history as well as the origins and causes of various forest-related issues. Kids used any resource available in the community to help them comprehend ideas taught in school, and students used any resource available in the community to help them grasp concepts taught in school.

Students went to surrounding forests to investigate flora and animals as part of their normal scientific studies, in addition to gathering data from residents. Some local residents accompanied them as "experts" to help them better grasp the village's varied species. McDonough and Wheeler (1998) looked into the project and discovered that communities have a lot to offer in terms of youth education. Communities would realize that their knowledge of village history, social interactions, and economic structure is important to what students could learn in school if they were given the

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opportunity to become more active in their children's education. Furthermore, the curriculum can be linked to everyday life in community, and teachers will be able to employ a much broader range of materials to help pupils learn better.

Community participation in education, according to Uemura (1999), ensures that limited resources are maximized, that problems that impede education development are identified and addressed, that relevant curriculum and learning materials are developed, that democracy is realized, and that accountability is increased. Lancaster (2002) explains the importance of community participation as follows: partnership or participation helps to protect the interests of those involved; it enhances dignity and self-reliance among people; communities become aware of the need for school-community partnerships because they have a wealth of knowledge and skills. They have a greater understanding of their local requirements and the nature of their surroundings than outsiders. When projects are done in schools, the community can quickly pass the new knowledge they have received to other communities, resulting in a rapid increase in the spread of the new idea; participationgenerates a sense of ownership among the community. For example, they will protect and maintain projects using their own resources, such as school buildings; it also increases community members' empowerment by increasing their capacity to identify, define, solve, and implement various social and economic issues that affect their lives; and participation fosters a sense of self-reliance.

Epstein (2012) found a link between increased parental participation and increased student achievement, improved student attendance, and lower dropout rates. While these are desirable outcomes from a "educentric" standpoint, they fall short of fully addressing the National Educational Goal to increase parental participation and participation in promoting children's social, emotional, and academic growth. Clearly,

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schools should not be expected to complete this work on their own. According to Iqbal and Hamdan (2012), educators and parents must work collaboratively to increase students' well-being in their families and communities.

Building and maintaining a true partnership with the community, according to Berger (2007), is a process of constantly seeking to comprehend assumptions and sharing meanings and expectations. Mutual trust and respect for the other's values, viewpoints, and experiences are the only ways for a partnership to thrive. However, it is not uncommon for communities to feel cut off from the school. However, according to Comer (2009), a minority of community people may be unaware of school protocol and may feel inadequate or uncomfortable because of inequalities in income, education, or ethnicity with school staff. This disparity may give the impression that the school is uninterested or even chilly. As a result, the school views the community as uninterested in school participation.

Furthermore, when school staff do not regard themselves or the school as a member of the surrounding community and families, the psychological gap between the community and teachers is exacerbated (Gwendolyn, 2014). This type of assumption further alienates parents and community members who perceive themselves to be less fortunate. Community members are not given the opportunity to engage in school management in such cases since it is assumed that they will not offer much value to decision-making.

According to Wright and Dolores (2009), teachers in European countries unanimously recognize the importance of parental participation for many of the same reasons that lead to student academic success, such as gaining parent support in matters of discipline and school attendance, and fostering parent-school cooperation in general.

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Parents' participation is discussed by the family-community-oriented teachers in terms of advantages to parents, families, and communities, not simply the pupils. They address topics such as boosting parent self-esteem and involving parents in non-academic activities such as sports. Barbour (2008) found that when parents are involved, their children perform better at school and in the community because parent presence generates accountability.

According to Gaitan (2007), school collaboration with other organizations and agencies opens up a wide range of possibilities and realities. Collaboration with communities, while using their resources and skills, also helps children's social and emotional development. This fosters parent, family, and community empowerment and well-being at the same time. According to (Sharma, 2013), successful parent-school collaborations must include opportunities for parents to recognize and value their skills and knowledge, utilize the strengths and resources available among parents and the community, and provide multiple opportunities for parents to expand their abilities.

Collaboratively improving the student's and family's well-being builds human and social capital, which strengthens families and communities. According to a study conducted by the Michigan Department of Education (Alatorre, 2009), where there is community involvement, there are:

higher grades and graduation rates: Students are rarely left alone with their teachers; instead, their parents and relatives in the neighborhood frequently assist them with remedial work and ensure that assignments are completed. This type of exercise motivates pupils to work hard at home and at school.

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better school attendance: For any student, regular attendance at school is one of the most important requirements for improved learning. When the community becomes more aware of their students, it becomes more difficult for them to skip school, which reduces truancy.

increased motivation: Learners are more motivated when they are surrounded by people who care about them at school and at home. This demonstrates that they care about them and that they are valued in their pursuit of knowledge.

fencer in stances of violent behaviour: The community aids in the prevention of poor behavior such as drug use and other delinquencies that may jeopardize a student's ability to study in school.

As a result, mutual understanding and partnership between school and community would assist teachers, parents, and other community members in identifying areas where they may collaborate for the child's benefit.
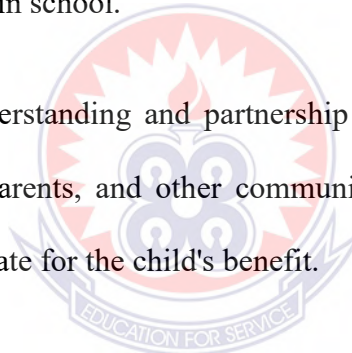
2.2.7 Factors that Promote Community Participation in Schools

The factors that promote effective education participation have not gone unnoticed in the literature. One of the most important components in successful community participation in education is information flow between schools and communities. The extent to which school administrators make the problems and needs of the school apparent to communities determines the type and level of help the community may provide. Leadership is critical in this aspect since it communicates the school's challenges to the community. A publication by the Educational Research Network for West and Central Africa backs this up (ERNWACA). "In Ghana, the factors that have a positive influence on community participation include: I communities' perception of

the usefulness of their participation; (ii) the existence of organized groups in the community and the quality of their leadership; (iii) the quality of communication between the ministry of education and the communities, as well as between members of the teaching staff and members of the community; (iv) the degree to which members of the teaching staff and members of the community; (v) the degree to which members of the community (ERNWACA, 2002, pp. 4-5).

Communities must also be able to recognize common interests and needs, adopt and enforce fundamental rules guiding their support for the school, and have a minimal degree of competence, knowledge, and leadership to follow through on their commitment. Support may not be available where communities are unable to recognize common interests or needs, or where leadership is distrusted. In Ghana, for example, parents are expected to have a more active role in school management through School Management Committees and Parents-Teachers Associations, although many parents still regard their duty as merely giving financial assistance. This is partially due to a misunderstanding of the functions of PTAs and SMCs, and partly due to the fact that instructors do not often welcome parental "invasion" (World Bank, 1996).

Demand is a crucial requirement for successful community participation in education, according to Watt (2001). The response to community-based education programmes will likely be limited unless communities have a strong desire for change and significant incentives to support the school. Communities support education in order to reach a goal that would be impossible to achieve without their help. This suggests a reasonable approach to participationonce more. People coordinate their behaviors in order to reach a consensus and a foundation for assessing what are realistic options.

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The promise of a better education, which at the local level usually means an accessible and affordable school, staffed by competent, motivated teachers, teaching in safe classrooms equipped with adequate materials, and leading to the acquisition of valued knowledge skills, is one of the most powerful incentives for communities.

Watt (2001) argues that before communities can play a more active educational role, initiatives such as concentrated capacity building; support from other education stakeholders, particularly teachers and government; and timely and free flows of information are required. Actively initiating change and building a "learning by doing" approach are often the most effective ways to build community support for education. This is accomplished by initiating a process of bringing the community together and fostering debate about educational needs and priorities, perceptions of education's role in the community and the duties of various stakeholders, and choices for improving the school. Some well-resourced, highly motivated, and cohesive communities are capable of funding and managing education on a long-term basis on their own. On the other hand, some communities may lack the financial means to contribute more than a token amount to education costs, or they may be unable or unable to collaborate. Financial constraints can also be a barrier to successful participation in some cases.

Poor communities, according to Shaeffer (1994), cannot afford the additional costs of participatory procedures, particularly in terms of financial resources and the time and energy required of communities and individuals. Furthermore, for effective community participation, communities must be able to interact with other education partners based on agreed-upon roles and responsibilities. This is to ensure a fair distribution of decision-making authority among the various stakeholders, as well as

awareness of the role and value of expertise, as well as the practical limitations of participatory principles by communities.

The school principal's leadership style is critical in securing community support for the school's operations. Leadership is defined as the ability to influence others' actions, either individually or as a group, in order to achieve valuable, meaningful, and challenging goals (Ivancevich, Donnelly & Gibson, 2003). Leadership is also defined as when one person attempts to influence the behavior of another individual or group. Leadership, according to Chandan (2003), can be formal or informal. Informal leadership happens when a person employs interpersonal influence in a group without recognized authority or power, whereas formal leadership occurs when a person is appointed or elected as an authoritative figure. Because of their charisma, intelligence, and skills, these leaders arise in specific situations where others seek advise, direction, and leadership. Good leadership traits are always present in effective and efficient leaders. When a leader lacks the traits of a competent leader, directing the activities of subordinates to achieve organizational goals can be difficult. The quality of leadership has a significant impact on an organization's success or failure.

According to Alison (1997), the more democratic the principle, the greater the level of community participation. If community participation is needed and exploited for the benefit of school programmes, the principal's attitude, confidence, and clarification of rules and regulations to the community and their representatives, as well as his/her administrative assistance, are all very important. Internal school management is frequently handled by teams or councils comprised of several school principals, deputies, and school board members; nevertheless, this does not ensure more

participatory decision-making. In this regard, Kandasamy and Lia (2004) argue that a principal's efficacy as a democratic leader is largely determined by his or her attitude toward involving the community (and its representatives) in decision-making.

Community participation, according to UNESCO (2006), can be seen of as a continuum of decision-making authority, in which communities initiate and share all parts of the decision-making process. To avoid being dominated by the community, the school principal may be afraid of including them in decision-making and other managerial functions. As a result, he or she likes to keep representatives out of critical decisions. To put it another way, the principal is concerned about increasing participation. According to Bagin and Donald (2001), excluding the community from decision-making limits the degree of community participation and the decision's execution.

2.2.8 Factors that affect Community Support in Education

According to the literature, there are numerous elements that can influence community participation in education. Economic factors in the community, existing political and institutional frameworks, and social and cultural variables all influence the level of community engagement that can be achieved at any particular time (Adam, 2005). In his search for characteristics that influence community engagement in formal education, Shaffer (1992, as cited in Uemura, 1999, p. 10) discovered that community participation is lower in socially and economically marginal communities. Shaffer discovered a lack of understanding of the overall goal of education, a mismatch between what they expected schools to be and what the schools were doing, a belief that education provision and management is the responsibility of the state, and a lack of knowledge of the structure, functions, and constraints of school, as well

as the realization that collecting the benefits of better education takes a long time in this segment of community.

Another aspect that influences community support for education is the existing institutional organization. Although decentralization is a key requirement for increased participation, not all stakeholders in education accept and participate equally (Welsh & McGinn, 1999). Teachers' resistance to decentralization of education is frequently highlighted as a barrier to community participation in education. Teachers believe that if the community gets authority over school decisions, it will increase accountability and control over them, and that they will lose their freedom (Uemura, 1999). On the other side, Uemura claims that all parents are not interested in education because they have various perspectives on schools and, as a result, they may believe they have no control over the school and hence refuse to speak with or participate in the affairs of the teachers. Another deterrent to community participation in education is the cost and reward of funding education. When the expense of funding schools outweighs the benefits of education, community engagement is unlikely to improve (Uemura, 1999; Watt, 2001).

Other aspects that affect obtaining better levels of participation in participatory approaches to development in general and in education in particular, according to Shaffer (1994). These include community heterogeneity, the ability to afford the cost of participation in participatory development and collaboration activities, the need for new and complex managerial and supervisory skills, attitudes, and behaviors, the conflict of interest between participation goals and political agendas, individual and institutional inability and resistance to change, and administrative obstacles.

Another issue with institutional arrangements is the potential for weakness on the part of the school management committee as a result of a lack of incentive for the services

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they provide to the school. Aviner (1980) claims that members of the school management committee will acquire apathy, lose commitment, and/or become half-hearted over time as a result of a lack of incentive for coordinating community participation, which Aviner describes as time-consuming and energy demanding.

2.2.9 Challenges Facing Community Participationin Education

Teachers in Africa, according to Guillaume (2011), do not appear to accommodate or persuade parents to become more active in school management. Some of these give parents fewer instructions, change meeting hours, find less efficient communication tools, and make fewer or no house visits. In most cases, communities are not given the opportunity to do the business of education, create site-based decision-making that includes parents, and recreate a school structure that is less bureaucratic, impersonal, and budget-driven, and in general, overcoming barriers to parent participation in the context of needed systemic changes (Desforges & Abouchaar, 2010). In this situation, community members' roles appear to be predetermined and limited to resource provision. This claim is backed up by Harriet, Anin, and Yussif (2013), who claim that low knowledge levels and inadequate information flow are to blame for low stakeholder participation and participation at the local level. Furthermore, local government authorities saw the empowerment of the local steering committee as a danger, accusing them of being political party agents, preventing full commitment and engagement from the local people.

According to Addae-Boahene (2007), a number of factors influence the character and quality of stakeholders' participation in a service delivery organization. Addae-Boahene further posit that, Participation style, relationship, knowledge exchange, and engagement are some of these elements. Stakeholders with a reactive approach to

planning processes are thought to indicate a strained connection between the community and the implementing agency. When compared to a stakeholder with a favorable relationship with other stakeholders, local stakeholders who have a poor relationship with other stakeholders participate less frequently and to a smaller extent.

According to Skidmore, Kisten, and Lownsbrough (2012), instructors tend to see kids, parents, and the community through their own cultural lens, and may be unprepared to understand or address the learning requirements and challenges of the students and families in the places where they teach. Pre-service teachers will not be able to examine their own cultural perspectives and beliefs, or acquire an openness to other ways of seeing and thinking, as a result of such experiences.

2.2.10 Strategies to Foster Community Participation

Although community participation can help with some educational issues, it is not a silver bullet that will fix all of the issues that the education sector faces. Because each community is unique and complicated in character, any techniques to help attain a high level of community participation must be carefully examined. In order to improve community engagement, UNESCO (2006) recommends the following techniques. For communities' effectiveness, UNESCO (2006) recommended that an assessment of the most important and urgent gaps in the provision and management of education in; planning, provision of facilities, maintenance, finance, staffing instruction, supervision, and evaluation conditions be met, as well as a legitimate agreement among all important groups as to their roles, responsibilities, and relationships. Roles, duties, and relationships should all be defined clearly. Again, the members should have the necessary knowledge to carry out their tasks. Without enough and suitable training and mentoring, it is unrealistic to expect community

people to have the technical skills to administer and own education programmes. Training programmes should assess the community's capacity and identify training needs and strategies for meeting them. Other community members should be included in the training on education programmes in order to improve the quality and durability of their support for the school (UNESCO, 2006).

As a result, the entire community should participate and be informed about the educational programme, though school administrators will be required to provide a lot of information. By directing and expanding their capacity for meaningful and active community participation in school management, the school principle should support the community representatives.

2.2.11 Ways of Improving Community Participation in Education Delivery

Various authors have proposed various methods for increasing community participation in education delivery. According to Addae-Boahene (2007), when local people are involved in decision-making at all stages of education delivery, participation rises and the best outcomes follow. Ameyaw-Akumfi (2001) also quoted Addae-Boahene (2007), who stated that the majority of Ghana's basic schools were started by communities who willingly recruited instructors and provided locations for their children to learn. The majority of these schools were eventually absorbed into the public system, and management and control of these institutions passed to central government officials with little community involvement.

Community participation in education can be ensured through strategies and interventions such as teacher, SMC, PTA, and Unit Committee member training on their roles and responsibilities, as well as participatory approaches such as community drama, education forum, town meetings, reviews and updates, and public hearings,

among others (Addae-Boahene, 2007). These factors have an impact on participatory governance, participatory management, participatory planning, school performance monitoring, networking and coalition building, resource mobilization, advocacy, and district authorities' responsiveness to citizens' educational needs (Berends, 2009; World Bank, 2006; Gwang-Chol, 2006).

The utilization of extension employees, community development, and decentralized planning approaches are alternative ways to ensure community engagement. To obtain successful participation in the design and implementation of various initiatives, including education-related projects, government departments or ministries' field personnel or extension workers are deployed. Their primary job is to establish a link between policymakers and the local population. They collect data on local needs, do impact assessments, mobilize local residents and raise knowledge of roles and duties, explain project design and implementation, and assist with project implementation (Nkunika, 1987).
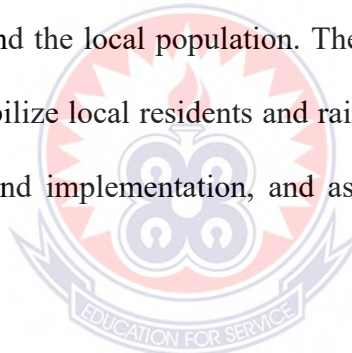
In addition, the 1987 Education Reform provided for community control of elementary schools within a community. It recognized basic education as a collaborative effort between the government and the communities, with the government providing curriculum materials, equipment, teachers, oversight, and management. On their part, the School Management Committee/Parent Teacher Association donates or provides educational infrastructure, serves as resource persons in the teaching and learning process, and ensures access to education through birth registration, determining the school-age population, moral persuasion or compulsion to enroll children, and imposing fines on defaulters (Ministry of Education, 2003).

According to Heck (2003), self-formed and self-run groups and organizations are appropriate for full participationand low empowerment.

In Kenya, Duflo, Dupas, and Kremer (2012) discovered that contract teachers recruited by school committees boosted student test scores and that offering training for parents reduced the demand for rent by centrally hired civil-service teachers. Grants to schools increased new student enrolment and enhanced school resources, according to Das, Stefan, Habyarimana, Krishnan, and Muralidharan (2013), but had little effect on student test scores.

Galiani, Sebastian, Gertler, and Schargrodsky (2008) found that providing school grants and training for school committee members has little or no effect on student learning, but that additional interventions such as democratically electing committee members and facilitating meetings between the school committee and the village authorities have a positive impact. These findings reveal that while grant granting and training have low or no impact on student learning, linkage and elections do.

In Gambia, Blimpo, Evans, and Lahire (2014) discovered that thorough stakeholder training paired with school grants reduced student and teacher absence and enhanced student learning in high-literacy villages, but had the reverse effect in low-literacy villages. People will join if we make it easy for them to participate, according to Betancourt (2009). Community members must be able to attend meetings at times that are convenient for them. Multiple entrance points and opportunities for people to contribute to education delivery in their area must be created. As a result, numerous strategies must be carefully implemented in order to improve community participation in educational delivery.

2.3 Conceptual Framework

Several scholars have defined a study's conceptual framework as the researcher's understanding of the relationships in the natural course of the topic under investigation (Camp, 2001). This study's conceptual framework displays the areas of cooperation between communities and colleges of education that help support effective college management.

Areas of Community Participation
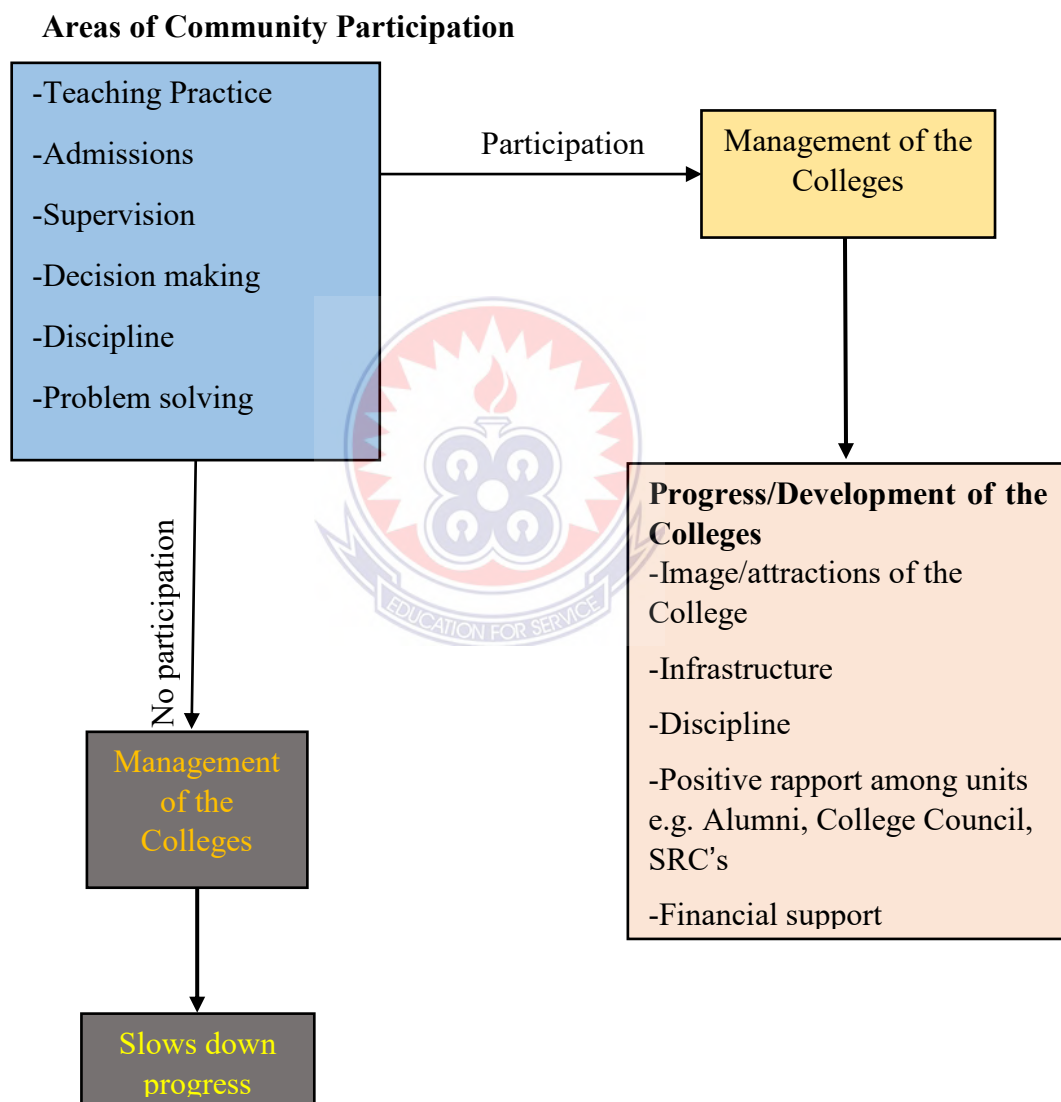
Figure 2.3: Areas of Community Participation

Source: Researcher's Own Construct, 2021

Community participation in schools is very fundamental for the development in education, transparency and accountability to be realised. It is important that school administrators and managers relate well with parents and other members of the school community including learners for the ultimate goals of education to be realised.

From Figure 2.3, the conceptual frame of the study indicates that when the management of the Colleges of Eduaction collabrates with the community and allows them to participate in managing the schools, it will inure to their progress and development. Not only that but also to make the Colleges attractive to the country as a whole. Also, when the schools admit qualified and interllectual students and put them to proper teaching practice with proper supervision, there will be proper development of professional teachers to help the community to grow. According to the framework, when there is discipline and rapport among units (Alumni, College Council, SRC) and that of the Colleges, they will help to build infrastracture of the schools. On the other way round, when the community is not given the opportunity to participate in managing the Colleges of Education, it slows down progress, according to the conceptual framework.

2.4 Chapter Summary

Epstein framework for community participation which could guide this study has been captured. This includes parenting, communicating, voluntering, learning at home, decision making and collaberation. Empirical reviews of community participation in some selected counties have also been outlined. The varioues defination of community participation have been included. How to approach community participation and benefits inherent in it are also covered. Challenges facing community participation and how it can be promoted have been also covered here. Finally too is the conceptual framework to guide the study.

CHAPTER THREE

METHODOLOGY

3.0 Overview

The chapter discusses the methodology of the study. It consists of the philosophical paradigm underpinning the study, the research design, the population, the sample and sampling procedure, the sampling size and sample distribution, the data collection instruments, validity and reliability of the instruments, data collection procedures, data processing and analysis and ethical considerations.

3.1 Philosophical Paradigm

This research was conducted in accordance with the pragmatist research philosophy. As a research paradigm, pragmatism avoids debating difficult metaphysical concepts like truth and reality. Instead, it acknowledges that there may be a single or several realities that can be investigated empirically (Creswell & Plano-Clark 2011). Some philosophers believe that neither the scientific procedures proposed by the positivist paradigm nor the socially constructed reality proposed by the interpretivism paradigm are sufficient to comprehend the reality of the universe (Kivunja & Kuyini, 2017).

According to Gray (2013), research conducted within this framework is free to use both qualitative and quantitative methodologies in order to make it meaningful and valid. All knowledge in our world is socially created, according to pragmatists, although some versions of those social creations better match individual experiences than others (Morgan 2014a).

Pragmatism is the primary philosophy of Mixed Method Research, according to Johnson, Onwuegbuzie and Turner (2007), since it considers "many viewpoints, perspectives, stances, and standpoints" of the topic under investigation. This paradigm

accepts ontology and epistemology in tandem (Wahyuni, 2012). As a result, pragmatism's Ontology is a non-singular reality, implying that each person has their own interpretation of reality. Epistemology is neither objective nor subjective; rather, it is relational, which means that the relationship is established by the researcher doing the study. Biesta (2010) reminds us that pragmatism is more than a philosophical perspective; it is also a set of useful philosophical tools for solving difficulties. For the objective of data triangulation, the researcher used a pragmatic research philosophy or a mixed strategy. The qualitative data were utilized to validate the quantitative data in this way.

3.2 Research Approach

To evaluate the amount of community participation in the management of Colleges of Education in Ghana's Ashanti Region, this study used a mixed methods approach to research and especially used the Concurrent Triangulation Design. Mixed methods research, according to Allan (n.d., Slide 4), is "empirical study that incorporates the collecting and analysis of both qualitative and quantitative data."

Mixed method research, according to Johnson, Onwueegbuzie and Turner (2007), "is a type of research in which a researcher or a group of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, and inference techniques) for the broad purposes of breadth and depth of understanding and corroboration." (See p. 123).

This technique, according to Creswell and Plano Clark (2011), allows for a larger degree of insight to be formed than if a single approach were applied to individual studies.

In addition, Creswell and Plano Clark (2011) proposed a set of basic criteria that emphasize important aspects of mixed methods research. Researchers gather and analyze both qualitative and quantitative data in a sequential and/or simultaneous and rigorous manner that integrates the two types of data, according to them. The nature of the question and the philosophical stance of the individual doing the research will determine how this material is merged.

The goal for researchers who use a mixed methods approach to research is to take use of the strengths of both quantitative and qualitative research approaches while minimizing their flaws (Johnson & Onwuegbuzie, 2004). This perspective is shared by the researcher, who believes that comprehending an issue and finding answers to problems is far more essential than focusing on specific methodologies or approaches.

3.3 Research Design

A research design is the specification of methods and procedures for acquiring the information needed (Green & Tull, 2009). Research design is the overall operational pattern or framework of the project that stipulates what information is to be collected from which source by what procedures. This study adopted the mixed methods approach to research and specifically used the Concurrent Triangulation Design. Concurrent Triangulation design consists of both qualitative and quantitative (mixed) methods (Creswell, 2014). This design uses concurrently and simultaneously the qualitative and quantitative approach. Creswell (2014) posits that this design consists of qualitative and quantitative research design to confirm, cross- validate or corroborate findings within a study. According to Koskey and Stewart (2013) the design is useful for decreasing the implementation time, but presents low flexibility and learning potential regarding the results obtained by the individual execution of each one of them. Bryman (2006) also employs the "parallel" term to define a

concurrent triangulation design. The design was found appropriate for this study because the researcher wanted to directly merge, compare and contrast quantitative statistical results with qualitative findings or to validate or expand quantitative results with qualitative data. Again, concurrent triangulation design was used because it has an advantage of producing a good number of responses from a wide range of people and seeks to explain people's perception on the basis of data gathered at a point in time.

3.4 Population

A population is a group of people that a researcher is interested in studying. A group of people who share a set of qualities about which the researcher wants to draw conclusions (Cardwell, Clark, & Meldrum, 2004). The eight Colleges of Education within the Ashanti Region constituted the population for the study. The colleges have male segregated, female segregated and mixed student population. Some of the Colleges are missionary schools and others do not have missionary affiliation. Each of the college serves not less than ten communities where teacher trainees (mentees) are posted for the practicum as shown in Table 3.1.

Table 3.1: Colleges of Education in Ashanti Region of Ghana

Name of College of Education	Type	Region
Agogo Presbyterian College of Education	Segregated (Female)	Ashanti
Agona SDA College of Education	Mixed	Ashanti
Akrokerri College of Education	Mixed	Ashanti
Mampong Technical College of Education	Segregated (Male)	Ashanti
Offinso College of Education	Mixed	Ashanti
St. Louis College of Education	Segregated (Female))	Ashanti
St. Monica's College of Education	Segregated (Female)	Ashanti
Wesley College of Education	Mixed	Ashanti

Source: Field Data, 2021

The opinion leaders in these communities are involved in the management of the colleges. The researcher concentrated on two mixed public colleges (Offinso College of Education, Wesley College of Education) and two of the single sex colleges (St. Louis College of Education (Female segregated) and Mampong Technical College of Education (male segregated) in order to have fair representation of respondents for the study. The target population included all final year students of two mixed public colleges (Offinso College of Education, Wesley College of Education) and two of the single sex colleges (St. Louis College of Education (Female segregated) and Mampong Technical College of Education (male segregated) totaling one thousand five hundred and ninety-three (1593), in addition to four (4) principals, four (4) teaching practice coordinators and thirty (30) opinion leaders in communities where these colleges of education are located.

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3.5 Sample and Sampling Technique

A sample is that portion of the population that a researcher selects for a study. A sample is a set of respondents selected from the target population for purposes of a survey (Kombo & Tromp, 2006). It is a sub-set of the total population that could be studied, that is the portion of the population that a researcher selects for a study.

The sample population for this study was three hundred and nineteen (319) final year students from the selected colleges in the Ashanti Region, thirty (30) opinion leaders (assembly members and chiefs) from the communities where selected Colleges of Education are situated, four (4) principals and four (4) teaching practice coordinators of the selected colleges.

The census sampling technique was used to select the four (4) principals and the four (4) teaching practice coordinators of each College of Education selected because of their position and access to key information that was relevant to the study. Thirty (30) opinion leaders (assembly members and chiefs) of the communities where the Colleges of Education are situated were conveniently selected. Convenience sampling was adopted because the respondents were accessible and willing to participate and give adequate information on community participation in the management of Colleges of Education in the study area.

The sample size for the teacher trainees (mentees) on teaching practice programme (practicum) was obtained using Yamane's (1967) sample formula which suggest that the appropriate sample size could vary for various large population sizes. According to Yamane, the sampling size can be calculated at 95% confidence level using the formula below.

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

Where n = sample size

N= number of statistical populations

E = margin of error (0.05). Thus

$1593/1+1593(0.05)2 = 319$

Through substitution of the population of 1,593 students in the selected colleges, the sample size of 319 was arrived at. Samples of mentees from the four colleges selected for the study were chosen using simple proportion according to the total number. This was done in order to have fair representation of respondents for the study. This is shown in Table 3.2 below:

Table 3.2: Proportionate sample Distribution of Respondents

Name of Colleges	Actual Population	Number of Respondents	Percentage (%)
Mampong Technical	449	90	28.2
Offinso	345	69	21.6
St. Louis	399	80	25.1
Wesley	400	80	25.1
Total	**1593**	**319**	**100**

Source: Field Data, 2021

Table 3.2 gives a tabular view of proportion of sample selected from each college with their corresponding percentage for the study. On a whole a total of three hundred and fifty-seven (357) sample size comprising three hundred and nineteen (319) mentees, thirty (30) opinion leaders (assembly members and chiefs), four (4) principals and four (4) teaching practice coordinators were selected for the study.

3.6 Data Collection Instruments

The study's data was acquired through the use of a questionnaire and the conduct of interviews. These instruments were used by the researcher to triangulate the data and ensure that the findings were consistent. Triangulation, as defined by Cohen, Manion,

and Morrison (2007), is the employment of two or more methods of data collecting in research of some element of human behavior. "The employment of various approaches or triangulation demonstrates an endeavor to acquire an in-depth understanding of the phenomenon in question," (Denzin and Lincoln 2000, p.5). It gives an investigation more rigor, breadth, intricacy, and richness." "The reliability of the conclusions reached through triangulation was greater because they were verified using numerous data sources" (Gay, Mills & Airasian, 2009, p. 88).

3.6.1 Questionnaire

A questionnaire is a well-constructed form consisting of interconnected questions or statements written by the researcher concerning the research subject under inquiry and based on the study's objectives (Amin, 2005). According to Cohen, Manion, and Morrison (2011), questionnaires are extensively employed in educational institutions for data collection because they are an excellent tool for obtaining factual information regarding practices and conditions about which respondents are assumed to have knowledge and opinions. It is a research tool that collects data from a big number of people. Respondents were given a set of structured questionnaire items that were written in accordance with the study questions.

There were four sections to the questionnaire (A, B, C and D). Respondents' personal information (demographic data) was covered in Section A. These factors include the respondents' gender, educational level, and job title. Section B focused on the advantages of community participation in college administration, section C on the amount of community participation in college management, and section D on the variables that promote community participation in college management. The questionnaire's items were graded on a four-point likert scale. The scales were given numerical weights of 1–Strongly Disagree, 2–Disagree, 3–Agree, and 4–Strongly

Agree. The questionnaire was chosen because it allowed for secrecy, collecting of a big amount of data in a short amount of time, and the participation of a large number of respondents from different parts of the world. The questionnaire was utilized again since it assured that the data generated from the respondents was consistent. In addition, the questionnaire aided in the quantitative analysis of the data collected.

3.6.2 Interview

The researcher employed a semi-structured interview guide as the second tool for data gathering. According to Kerlinger (2003), people are more inclined to communicate vocally than in paper, hence they will supply data more quickly and in-depth. The advantage of interview tactics, according to Best and Kahn (2005), is that it allows participants to enlighten the researcher about new features of the setting and circumstance. The researcher met with four (4) principals and four(4) teaching practice coordinators from the Ashanti Region's designated colleges of education for a face-to-face interview. To ensure that respondents express themselves and provide the researcher with detailed information for the study, an interview guide with open-ended questions was employed. The interview method was chosen because it allowed for the examination and clarification of topics, broadening the content scope and providing new insights into the amount of community participation in the management of Ashanti Region colleges of education.

3.7 Validity of Questionnaire

Validity is critical in research, and every excellent study must have some level of validity in terms of its data gathering instruments. The validity of a research instrument, according to Kothari (2004), relates to the quality of data collecting and the gathering of tools or methods that measure what is designed to measure. Mazaki

(2009) defines validity as the extent to which an instrument measures what it is designed to assess and whether it does so accurately, echoing LoBiondo-wood & Haber (2002). The researcher's supervisors determined the validity of the questionnaire for this study, notably the face and content validity, because content and construct validity are determined by expert judgment, according to Amin (2005). This was accomplished by building the items in accordance with the study questions and having them reviewed by the researcher's supervisors. Following that, the questionnaire's flaws were addressed.

3.8 Reliability of Questionnaire

According to Wisker (2008), research is credible if a second researcher carrying out the same research activities with the same group is likely to reproduce the findings— though the findings do not have to be identical. Because these mentees (participants) had comparable characteristics to mentees (participants) from the Ashanti Region, the researcher pilot tested the questionnaire among forty (40) mentees from colleges of education in the Bono Region in order to establish its dependability. The primary goal of pilot testing is to determine the item's reliability when employed in the main study. To establish the internal consistency of each concept in the questionnaire, a reliability analysis using Cronbach's Alpha was done.

Table 3.3: Reliability Test Results of the Measured Variables

Constructs	Number of Items	Reliability Value
Benefits of CP	09	r=0.887
Community Participation Level of CP	19	r=0.854
Challenges of CP	05	r=0.798
Promotional Factors of CP	08	r=0.806

Source: Field Data (2021)

A reliability value of 0.6 to 0.9, according to De Vellis (1991) and Fraenkel and Wallen (2003), is regarded extremely reliable. As a result, the various elements had the capacity to elicit the intended information (see Appendix B for the reliability analysis results).

With the semi-structured interview, the researcher had a face-to-face interview with the respondents. According to Creswell (2014) to ensure accuracy in data collection, semi-structured interviews should be audio taped with the permission of the participants. Reliability of data from the semi-structured interview of this study was guaranteed by playing back the recorded interview to each interviewee for them to authenticate the reliability of the earlier interview proceedings. The researcher read out the transcript in the presence of each interviewee to be sure of its transcription. The interview session went through these processes to ensure trustworthiness.

3.9 Trustworthiness of the Semi-Structured Interview

An interview is a data-collection technique that involves oral questioning of respondents, either individually or as a group. According to Dereje (2019), interview is mostly used in qualitative research to collect qualitative data because this type of tool allows the researcher to drive different questions from the predetermined questions. Dereje posits that, statements will be challenged, extended, developed, qualified or cancelled in ways that will generate rich data. Qualitative researchers, according to Bryman (2008) employ trustworthiness criteria to judge the quality of the studies. The idea such as trustworthiness and credibility enhance the researcher's ability to assess the accuracy of the findings as well as convince readers of that accuracy.

Trustworthiness is used in establishing the validity and reliability of instruments in qualitative research. Qualitative Research is trustworthy when it accurately represents the experiences of the study participants. Particularly with this study the researcher had a face-to-face interview with principals and teaching practice coordinators from the four (4) selected colleges with the help of an interview guide to seek their views on the extent of community participation in management of public colleges of education in Ashanti Region.

In establishing the validity and reliability of the semi-structured interview, the researcher followed trustworthiness criteria recommended by Lincoln and Guba (1985) in order to ensure methodological rigor. This includes credibility, transferability, dependability and comfirmability.

Credibility

Credibility refers to how congruent are the findings with reality (Carpenter & Speziale, 2007). This was ensured through prolonged engagement in the subject matter and through member checking by taking the final report back to the participants and determining whether they felt that it was accurate (Creswell, 2014).

Dependability

Dependability of a research is the extent to which judgment about similarities and differences of content are consistent over time (Graneheim & Lundman, 2004). To ensure dependability, there was detail reporting of the processes involved in the study. This included (1) a description of the research design and how it was implemented; (2) detail explanation of the data gathering process, analysis and (3) explaining what was done on the field.

Comfirmability

The extent to which objectivity in qualitative research is ensured devoid of the researcher's biases is termed confirmability (Kusi, 2012). Comfirmability involves triangulation of the methods and keeping of audit trail. Data triangulation was done through a combination of field notes and interviews during the data analysis phase.

Transferability

Transferability refers to the extent to which findings can be applied to similar situations (Merriam, 1998). To ensure transferability, detailed descriptions were portrayed exactly as presented by the participants. This comprised sufficient contextual information about the fieldwork so as to enable the reader to make such a transfer. Detail description of the research setting and the calibre of persons participating in the study, and methods involved were all presented.

3.10 Data Collection Procedure

To reach the respondents for the main data collection, introductory letter was collected from the Head of Basic Education Department of the University of Education, Winneba which was used to obtain permission from the principals of the selected colleges and the various head teachers where trainees were posted to for teaching practice to administer the questionnaire. This enabled the study to get the needed attention, support and co-operation from the respondents. The researcher assured the participants of their confidentiality before the questionnaire were given out. After getting the permission, the purpose of the study was explained to respondents before they responded to the questionnaire.

The researcher personally administered the questionnaire to the mentees, opinion leaders and teaching practice coordinators. The respondents were given three days to

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respond to the questionnaire but some responded and handed them over the same day. The researcher also scheduled an ideal time to conduct the interview for the principals and teaching practice coordinators which had an average duration of thirty (30) minutes. Having sought permission from the interviewees, the interview sections were audio taped to ensure a more accurate depiction of the questions and answers. The researcher used the interview to cross check the responses given on the questionnaire for authenticity.

3.11 Ethical Issues

There are laid down principles and guidelines for conducting studies in an ethically appropriate manner which require researchers to obtain approval from ethics committee or equivalent and from the participants (Halai, 2006). Based on this premise, the following ethical considerations suggested by Creswell (2012) for conducting mixed methods research were used for this study. Before the study was conducted, the researcher obtained an introductory letter from the Head of the Department of Basic Education, University of Education, Winneba. To seek the consent of respondents, the purpose of the study was explained to respondents for them to get clear understanding of the study and also to voluntarily participate. Informed consent was sought after carefully and truthfully informing respondents about the purpose of the study (Gilbert, 2011).

Every respondent has the right to privacy, according to the survey. The respondent has the right to choose when, where, who to reveal their attitudes, beliefs, and behavior to, and to what extent (De Vos, Strydom, Fouché, & Delport, 2012). This study took seriously privacy, a primordial value, a basic human right, and its corollaries, anonymity, and confidentiality (Cohen et al. 2011). The names of the responders were kept hidden.

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Following Gray's (2011) guidance, participants were ensured of their anonymity and confidentiality, both in terms of their names and the information they had submitted, during the actual data collection. This crucial protection was implemented to ensure that the unethical practice of identifying respondents' names was avoided unless respondents agreed to it. Respondents were assured that their replies would be treated with strict secrecy and used solely for the purposes of this study. For anonymity of the information, KI001, KI002, KI003, KI004, KI005 and KI006 were used to represent the informants in order not to review their identity. KI001, KI002, KI003 and KI006 were used to represent the various principals of the colleges of education selected, whiles KI004, and KI005 were used for teaching practice coordinators.

3.12 Data Processing and Analysis

According to Todd (2011), mixed methods research involves collecting both quantitative and qualitative data using different instruments. And that mixed methods data is treated both quantitatively and qualitatively. Before the data was analysed, they were edited. With the quantitative data, some anomalies respondents made as far as answering the questionnaire was concern were corrected. Data collected was organised into four (4) sections based on the research questions and the demographic data of the respondents respectively. With all categorical data, the first response item was coded 1 and the other response was coded 2. Example, 1 for male and 2 for female. The Likert scale responses were coded 1 for Strongly Disagree, 2 for Disagree, 3 for Agree, and 4 for Strongly Agree.

In entering the data, all the 349 questionnaires (319 for mentees, 30 for opinion leaders) were numbered. Before the data was analyzed, data cleaning was done. Data was screened for accuracy and all missing cases identified were replaced with dummy variables. The researcher used descriptive statistics of frequency counts and

percentages, the mean and standard deviation to analyse data on all the research questions using the Statistical Product for Service Solution (SPSS) software version 22.

Qualitative data generated from interviews was analyzed thematically (Braun & Clark, 2006). Interviews were be audiotaped, transcribed (invivo). 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 *et al.,* 2014).

Thematic analysis is the method for identifying, analyzing and reporting patterns (themes) within data (Braun *et al.,* 2014). Interviews were audiotaped, transcribed (invivo) and analyzed thematically (inductive analysis) using a qualitative data analysis software, ATLAS.ti. v7.5.7.

Following data transcription, the researcher quickly immersed into the data to familiarize 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.

3.13 Chapter Summary

To investigate the issue of the extent of community participation in the management of Colleges of Education in the Ashanti Region, the mixed methods approach was used. Sequential Explanatory Design was employed for the study. The sample size for the teacher trainees (mentees) on teaching practice programmeme (practicum) was obtained using Yamane's (1967) sample formula, census sampling technique was used to select the principals and the teaching practice coordinators of each College of Education selected while the Purposive sampling technique was used to select the opinion leaders of the communities where the Colleges of Education are situated. The main data collection instruments were structured questionnaire and Semi-Structured Interview. Descriptive statistics (frequencies, percentages, mean and standard deviation) were used to analyse the structured questionnaire responses. Thematic analyse was used in analysing the qualitative data. Research code of ethics such as informed consent, anonymity and confidentiality of the respondents when collecting primary data was also discussed.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Overview

Based on the research questions and the study's goal, this chapter includes data analysis and discussion of findings. The study's major goal was to see how much community participate in the management of Ghana's colleges of education in the Ashanti Region. The analysis was based on the students' questionnaire data being returned at a rate of 100 percent (319 out of 319). It was a 100 percent return rate for opinion leaders (30 out of 30).

The descriptive statistics were used to analyze the quantitative data (means, standard deviations, frequencies, and percentages). The demographic features of the respondents are described in the first section of this chapter (students and opinion leaders). The obtained data on the demographics were analysed using graphs (bar and pie) where applicable. In the second part, the research findings are presented based on the research questions formulated for the study.

4.1 Description of Respondents

This section on the questionnaire (biographical) discusses the background information of the respondents. The results are presented in graphs.
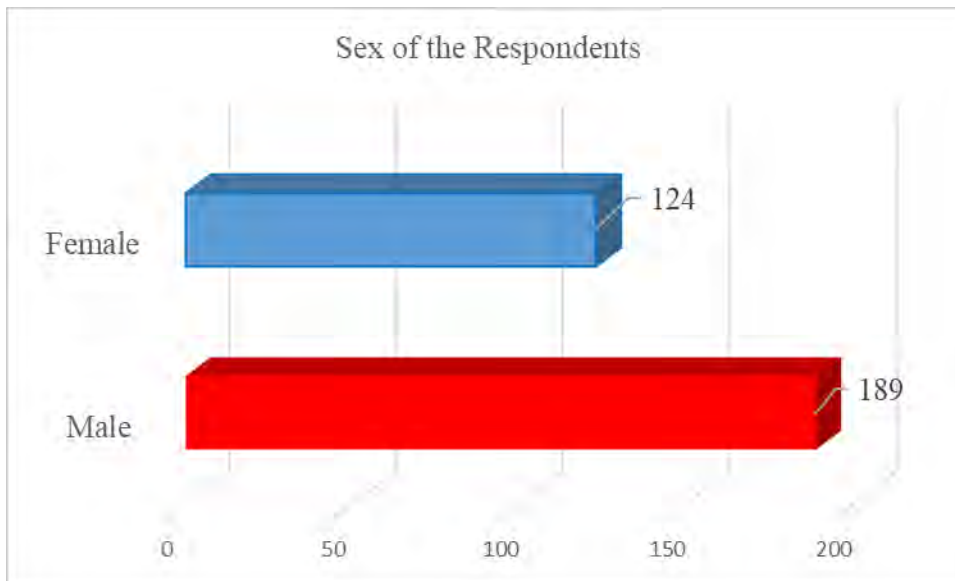
Figure 4.1: A bar chart showing the sex of the respondents

Source: Field Data (2021)

As illustrated in Figure 4.1, the results show that majority of the students in the Colleges of Education in the Ashanti Region of Ghana were males (n=189, 60.4%). The females were the least (n=124, 39.6%).
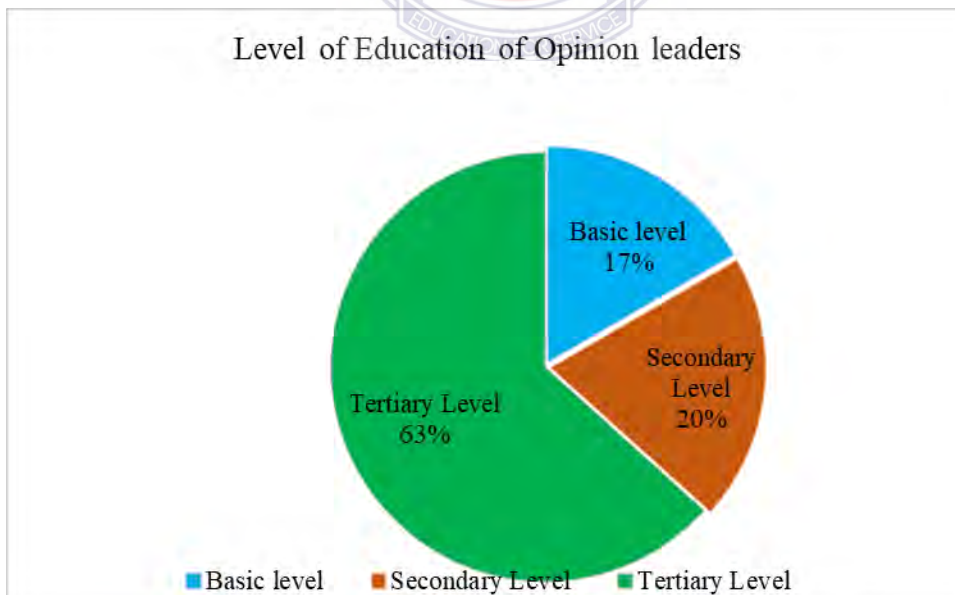
Figure 4.2: A pie chart showing the educational level of the opinion leaders

Source: Field Data (2021)

The results of educational level of the opinion leaders are depicted in Figure 4.2. The results suggest that most of the opinion leaders had tertiary education (n=19, 63%).

4.2 Analysis of the Research Questions

According to Gujarati (2013), descriptive statistics explore for patterns in a data collection using statistical, numerical, and graphical tools. It usually presents the data in a data set by exposing the average indicators of the variables utilized in the study and presenting that information in a straightforward manner. As a result, this part provides some measures of central tendencies and measures of dispersion of the study variables, which aid in understanding the distribution of the variables in accordance with the study's objectives. According to Adam (2015), the primary goal of descriptive statistics is to summarize or reduce data. Descriptive statistics, on the other hand, describe what the data reveals depending on the sample.

The measures of central tendency and dispersion that were used were means, medians, and standard deviations. The minimum and maximum values provide an overview of the study variables' range. Measures of central tendencies have the same statistical meaning for panel data as they do for cross-sectional data. Descriptive statistics were used to examine the study questions (means, standard deviation, maximum, minimum and kurtosis). The standard deviation reveals whether respondents' replies were grouped to the mean score or distributed, and the mean provides a summary of the responses from respondents.

The responses were rated using Strongly Disagree – SD, Disagree – D, Agree – A, Strongly Agree – SA. Using means, the scales were scored as (Strongly Disagree =1, Disagree =2, Agree = 3, Strongly Agree =4). A criterion value of 2.50 was established for the scale. To obtain the criterion or cutoff value (CV=2.50), the scores were added together and divided by the number scale (4+3+2+1= 10/4=2.50).

On the basis of the standard deviation, the respondents' responses were thought to be homogeneous when the standard deviation was reasonably small (within 0). Where the standard deviation is quite big (within 1), the respondents' responses are thought to be diverse (dissimilar responses). A good attitude or view toward community participation was indicated by a mean of 2.5 to 4.0 and above, whilst a negative attitude was indicated by a mean of 2.4 and below. The descriptive data's normality and skewness were determined using kurtosis values.

4.3 Reserch Question One:

To what extent do communities participate in the management decisions in the Colleges of Education in the Ashanti Region?

The purpose of this study was to see how much communities in the Ashanti Region are involved in management choices at the colleges of education. The analysis was conducted using means and standard deviations, and the findings are shown in Table 4.1.
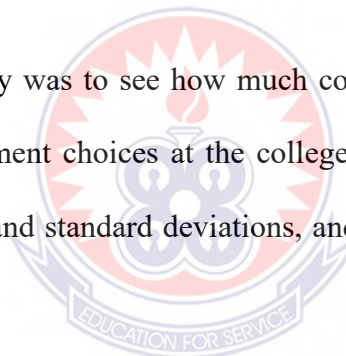
Table 4.1 offers the results of the extent to which communities participate in the management decisions in the Colleges of Education in the Ashanti Region. The results from the study suggest that largely, to some extent, communities do not really participate in the management decisions in the Colleges of Education in the Ashanti Region. This was apparent after the mean of means/average mean score was below the criterion value of 2.50 (students: MM=2.40, SD=.578; opinion leaders: MM=2.46, SD=.324).

Table 4.1: Descriptve Results on the extent to which communities participate in the management decisions in the Colleges of Education in the Ashanti Region

Statements	Students CV=2.50		Opinion leaders CV=2.50		Ske. CV=±2	Kur.
	M	SD	M	SD	Stat.	Stat.
The community is involved in the selection of teacher trainees (protocol)	2.25	.243	2.15	.345	.323	.224
The community is involved in sponsoring teacher trainees	2.46	.643	2.76	.843	.243	.343
The community is involved in the posting of the newly trained teachers	2.38	.946	2.68	.946	.233	.324
The community liaises with the education directorate to ensure that qualified teachers are posted to the community	2.13	.498	2.19	.401	.123	.432
Some community members serve as resource persons for some programmes organized in the colleges	2.57	.564	2.47	.244	.453	.423
Community members make accommodation arrangement for teachers and teacher trainees	3.14	.842	2.74	.124	.232	.429
Community members take part in decisions about school infrastructure	2.58	.120	2.76	.103	.454	.401
Community provides land for the construction of school infrastructure	2.60	.534	2.70	.134	.123	.349
Community visits the colleges to ensure efficient utilization of school resources	2.53	.353	2.73	.323	.323	.443
The community supplies infrastructure for colleges within the area	2.52	.643	2.65	.193	.373	.629
Community holds regular meetings with staff to know the problems facing the colleges	2.30	.946	2.41	.109	.133	.383
The community holds regular meetings with the college on matters to ensure progress.	2.15	.498	2.55	.148	.643	.328

Community visits colleges to assess the progress of projects undertaken	2.54	.564	2.57	.134	.393	.472
The community decides on which projects to be carried out in the college	2.34	.842	2.12	.449	.933	.483
The community imposes special levies on members to finance some college projects	2.37	.120	2.07	.190	.974	.479
The community is consulted on matters of teaching practice (out segment programmeme)	2.38	.534	2.18	.149	.459	.491
The community provides accommodation for the mentees	2.32	.643	2.38	.234	.243	.749
There is a better partnership between the college and the community on governance of the college	2.28	.946	2.48	.946	.927	.249
There are existing structures to ensure the participation of the community in managing the college.	2.36	.498	2.19	.138	.343	.294
Mean of means/ Average mean	**2.40**	**.578**	**2.46**	**.324**		

Max.=4.00, Min. 1.0, Students (n=319), Opinion Leaders (n=30)
Key: (Strongly Disagree =1, Disagree =2, Agree = 3, Strongly Agree =4).
Source: Field Data, (2021).

Specifically, it was found that the community was not involved in the selection of teacher trainees (protocol) (students: M=2.25, SD=.243; opinion leaders: M=2.15, SD=.345, Sk=.323, Kur.=.224). In another related results, it was found the community is involved in sponsoring teacher trainees (students: M=2.46, SD=.643; opinion leaders: M=2.76, SD=.843, Sk=.243, Kur.=.343).

Relatedly, it was found that to a large extent, the community is involved in the posting of the newly trained teachers (students: M=2.38, SD=.946; opinion leaders: M=2.68, SD=.946, Sk=.233, Kur.=.324). In another clear results, it was found that to a large extent, the community do not liaise with the education directorate to ensure that

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qualified teachers are posted to the community (students: M=2.13, SD=.498; opinion leaders: M=2.19, SD=.401, Sk=.123, Kur.=.432).

Expounding further, it was asserted by both students and opinion leaders that some community members serve as resource persons for some programmes organized in the colleges (students: M=2.57, SD=.564; opinion leaders: M=2.47, SD=.244, Sk=.453, Kur.=.423). Similar to the above, it was found that community members make accommodation arrangement for teachers and teacher trainees (students: M=3.14, SD=.842; opinion leaders: M=2.74, SD=.124, Sk=.232, Kur.=.429).

Also the results show that, community members take part in decisions about school infrastructure (students: M=2.58, SD=.120; opinion leaders: M=2.76, SD=.103, Sk=.454, Kur.=.401). Again, both the students and the opinion leaders confirmed that community provides land for the construction of school infrastructure (students: M=2.60, SD=.534; opinion leaders: M=2.70, SD=.134, Sk=.123, Kur.=.349).

To expound evidence on the extent to which communities participate in the management decisions in the Colleges of Education in the Ashanti Region, some interview data were collated.

Participation

The sub-theme, participation describes extent to which communities participate in the management decisions in the Colleges of Education in the Ashanti Region. Three sub-themes emerged; provision of accomodation for mentees and other infrastructures, meetings and advice. The results from the interview data were not quite variance with respect to the quantitative data. For example, in one of the interviews, I gather the

following from one of the respondents who indicated that, he is not involved in the decision making of the college.

> *Hmmmm…for me, I think that communities participation in the management decisions in the Colleges of Education in the Ashanti Region has been very abysmal. For example, in most cases, the community is not really involved in the selection of teacher trainees. Most of the selections are reserved for the college and its authorities. It is only in some few cases that some key members in the community such as the chiefs have the opportunity meetings are not regularly held to discuss issues bordering the institution.   (KI 002).*

Another key informants had this to recount to me ………………..

> *They somehow do participate in the management decision making of the Colleges in the sense that. When it comes to helping the students to have a better place to stay to enable them have comfort to teach, they provide them with accommodation. They do this by either give our rooms out for free to the students or take some little amount of money from them to pay for utilities. They actually make teaching practice easy for the students. Some even go to the extent of building bungalows specially for mentees which is financed by the community leaders. I mean they build houses purposely for mentees to have a good stay in their communities. There is this I don't want to mention its name which the chief there has done something like that to help the Colleges. So every year, the management of the College send a number of mentees to the community to do their teaching practice without paying for accommodation (KI 006).*

The extent to which communities participate in the management decisions has earlier been explored in the literature by other authors in different geographical context and settings. The accrued findings are therefore placed under empirical context. According to Berger (2007), community participation in management is a process of continually seeking to understand assumptions and sharing meanings and expectations

in order to develop and maintain a true partnership with the community. Mutual trust and respect for the other's values, viewpoints, and xperiences are the only ways for a partnership to thrive. However, it is not uncommon for communities to feel cut off from the school.

Similarly, according to Comer (2009), a minority of community members may be unaware of school procedure and may feel inadequate or unwelcome because of inequalities in money, education, or ethnicity with school personnel. This disparity may give the impression that the school is uninterested or even chilly. As a result, the school views the community as uninterested in school participation. Furthermore, when school staff do not regard themselves or the school as a member of the surrounding community and families, the psychological gap between the community and teachers is exacerbated (Gwendolyn, 2014). This assumption further alienates parents and community members who believe they are less fortunate. Community members are not given the opportunity to engage in school management in such cases since it is assumed that they will not offer much value to decision-making.

Gaitan (2007) came to the conclusion that including communities in management decisions allows schools to interact with other institutions and agencies, which opens up a wide range of possibilities and realities. Collaboration with communities, while using their resources and skills, also helps children's social and emotional development. This fosters parent, family, and community empowerment and well-being at the same time. Sharma (2013) agrees, arguing that effective parent-school collaborations must include opportunities for parents to recognize and value their skills and knowledge, utilize the strengths and resources available among parents and the community, and provide multiple opportunities for parents to expand their

abilities. Collaboratively improving the student's and family's well-being builds human and social capital, which strengthens families and communities.

4.4 Reserch Question Two:

What are the benefits of community participation in managing Colleges of Education in the Ashanti Region?

The main purpose of this research question was to explore the benefits of community participation in managing Colleges of Education in the Ashanti Region. To achieve this, means and standard deviations were used for the analysis and the results are displayed in Table 4.2.

The benefits of community participation in managing colleges of education in the Ashanti Region is presented in Table 4.2. The maximum score following the data was 4.00 (max.=4.00) and the minimum score was 1.00 (min.=1.00) based on the analysis. As a result, mean values must fall between the minimum and maximum ranges (1.00-4.00).
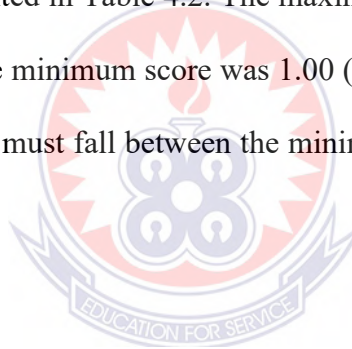
Table 4.2: Descriptive Results on the benefits of community participation in managing Colleges of Education in the Ashanti Region

Benefits	Students CV=2.50		Opinion leaders CV=2.50		Sk. CV=±2	Kur.
	M	SD	M	SD	Stat.	Stat.
Community participation brings positive impacts on academic achievement	3.75	.243	3.55	.812	.323	.224
The sponsorship programme associated has helped reduce the shortage of teachers in the rural areas	3.66	.643	3.36	.343	.243	.343
Community participation makes members of the community relate very well with Colleges of Education	3.58	.946	3.28	.196	.233	.324
Community support helps to get the needed curriculum materials for teaching and learning	3.53	.498	3.45	.480	.123	.432
The sponsorship programme associated with community participation has ensured efficient redistribution of teachers	3.37	.564	3.27	.764	.453	.459
Community participation improves access to education	3.34	.842	3.24	.442	.232	.429
Community participation helps in the sponsorship of teacher trainees	3.28	.120	3.76	.821	.454	.401
Community participation leads to effective and efficient use of resources	3.19	.534	3.19	.814	.123	.349
Community participation help students in the community develop their future potential	3.12	.353	3.31	.912	.323	.443
Mean of means/ Average mean Score	**3.42**	**.527**	**3.38**	**.620**		

Max.=4.00, Min. 1.0, Students (n=319), Opinion Leaders (n=30
Key: (Strongly Disagree =1, Disagree =2, Agree = 3, Strongly Agree =4).
Source: Field Data, (2021).

Kurtosis values revealed that the variables have a normal distribution because the kurtosis values were within the allowed limit for normal distribution of 2 (George & Mallery, 2011), indicating that the data was normal (not skewed). The results from the study suggest that generally, the community participation in the management of

Colleges of Education benefit a lot of community members in the Ashanti Region. This was evident after the mean of means/ average mean Score was more than the Criterion value of 2.50 (students: MM=3.42, SD=.527; opinion leaders: MM=3.38, SD=.620).

Dwelling on some of the specific items, the results suggest that community participation brings positive impacts on academic achievement (students: M=3.75, SD=.243; opinion leaders: M=3.55, SD=.812, Sk=.323, Kur.=.224). In furthermance to the above, it was again found that the sponsorship programmeme has helped reduce the shortage of teachers in the rural areas and this serves as one of the benefits of the community participation (students: M=3.66, SD=.643; opinion leaders: M=3.36, SD=.343, Sk=.243, Kur.=.343).

Again, both students and the opinion leaders asserted that community participation makes members of the community relate very well with Colleges of Education (students: M=3.58, SD=.946; opinion leaders: M=3.28, SD=.196, Sk=.233, Kur.=.324). Similarly, it was found that ccommunity support helps to get the needed curriculum materials for teaching and learning (students: M=3.53, SD=.498; opinion leaders: M=3.45, SD=.480, Sk=.123, Kur.=.432).

Expounding further, it was found that the sponsorship programme has ensured efficient redistribution of teachers and this serves as one of the key benefits of the community participation programme (students: M=3.37, SD=.564; opinion leaders: M=3.27, SD=.764, Sk=.453, Kur.=.459). The respondents further asserted that Community participation improves access to education programme (students: M=3.34, SD=.842; opinion leaders: M=3.24, SD=.442, Sk=.232, Kur.=.429).

To complemnet the quantitive results, some key informants made up of principals and teaching practice coordinators from selected colleges of education were interviewed on the benefits of community participation in the management of Colleges of Education in the Ashanti Region. The results from the interviews lend support to the quantitative results where most of the qualatative results suggest that generally, community participation in the management of Colleges of Education benefit a lot community members in the Ashanti Region.

Benefit

The sub-theme, benefit describes the gains the colleges can have through the participation of community members in the running of the school. Four sub-themes emerged; relationship, improved education, resources, and student development. Participants recalled saying that community participation brings about improved education.

One of the respodents had this to share……………….

> _Yes_. *For me, I think that community participation in the managing of colleges is very important. It helps in participation in community activities in non-segregated spaces would help people to learn new skills or brush-up their hobbies. It also helps people to build and improve their confidence. Their support helps to get the needed curriculum materials for teaching and learning Community participation paves the way for self-development and contribution. The sense of contributing, for instance, participation in a project which contributes to the community can give you a sense of pleasure and meaningfulness. (KI 001)*

Another key informant had this to tell me about his view about the benefit of community participation

> *For me, I strongly believe that community participation can transform communities. By encouraging public participation in projects that impact community it facilitates fair, equitable, and sustainable outcomes. It is an essential decision-making process for any organization, government, or individual that is driving projects which will have an impact on the community. So I recommend that community participation should be taken serious among Colleges of Education in Ghana (KI 003).*

The above evidence from both quantitative and qualitative suggest that, community participation has lots of benefits if well practiced among Colleges of Education in Ghana. The accrued results from the current study lends support to the work of Cornwall (2008) who asserted that community participation improve the educational delivery so that students learn better and are well prepared for the changing world. There are various reasons to support the idea that community participation contributes to achieving this goal. Extensive literature research has resulted in identifying reasons that explain the importance of community participation in education.

Similarly, Blimpo, Evans, and Lahire (2014) found that effective community participation leads to improved students learning. This corroborate with the findings which indicated that community participation brings positive impacts on academic achievement. In another related results, Hall (2011), Honda and Kato (2013) observed that involving community members could lead to strengthening accountability in school management.

Based on a UNICEF report from 1992, it is indicated that community participation can help girls gain access to education. Parents and communities can learn that girls'

education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates, by participating in school activities and communicating frequently with teachers.

The findings back up a World Bank report from 2012, which listed one of the benefits of community participation in education delivery as maximizing scarce resources. Learning materials and human resources are both scarce everywhere, especially in underdeveloped nations, according to the report. Tondeur (2013) discovered that a school-community collaboration allows the school and the community to share the duty of running the schools and assisting students in achieving the educational goals, without which neither the school nor the community can profit.

4.5 Reserch Question Three:

What inherent challenges do the College Administrators encounter in involving the communities in the management of the Colleges of Education in the Ashanti Region?

This research question was anchored on fishing out the inherent challenges College Administrators encounter with regureds to community participation in managing Colleges of Education in the Ashanti Region. To accomplish this, means and standard deviations were used for the analysis and the results are deplayaed in Table 4.3.

Table 4.3: Descriptve Results on the inherent challenges College Administrators encounter in involving the communities in managing Colleges of Education in the Ashanti Region

Inherent Challenges	Students CV=2.50		Opinion leaders CV=2.50		Sk. CV=±2	Kur.
	M	SD	M	SD	Stat	Stat
Poor understanding of educational issues by community members	3.93	.433	3.45	.672	.863	.546
Ineffective medium of communication at meeting	3.86	.940	3.46	.653	.563	.345
Lack of trust between school authorities and the community members	3.59	.826	3.80	.169	.863	.396
Confusion over the roles of school administrators and community leaders	3.43	.928	3.58	.750	.639	.482
School administrators may not wish to have community members interfere their schedules	3.45	.730	3.59	.619	.543	.380
Mean of means/ Average mean Score	**3.65**	**.771**	**3.58**	**.573**		

Max.=4.00, Min. 1.0, Students (n=319), Opinion Leaders (n=30)
Key: (Strongly Disagree =1, Disagree =2, Agree = 3, Strongly Agree =4).
Source: Field Data, (2021).

Table 4.3 depicts the results of some inherent challenges College Administrators encounter in involving the communities in managing Colleges of Education in the Ashanti Region. The results from the study suggest that though the community participation programme is very beneficial however, it is met with some challenges. This was clear after the mean of means/average mean score was more than the criterion value of 2.50 (students: MM=3.65, SD=.771; opinion leaders: MM=3.58, SD=.573).

In specific terms, it was found that one of the challenges of the community particpation is that there is poor understanding of educational issues by community members (students: M=3.93, SD=.433; opinion leaders: M=3.45, SD=.672, Sk=.863,

Kur.=.546). In another challenge, it was found that ineffective medium of communication at meeting affect the community particpation programme (students: M=3.86, SD=.940; opinion leaders: M=3.46, SD=.653, Sk=.563, Kur.=.345).

Another noticeable challenge was lack of trust between school authorities and the community members (students: M=3.59, SD=.826; opinion leaders: M=3.80, SD=.169, Sk=.863, Kur.=.396). Confusion over the roles of school administrators and community leaders was found to be another challenge (students: M=3.43, SD=.928; opinion leaders: M=3.58, SD=.750, Sk=.639, Kur.=.482). Finally, it was found that School administrators may not wish to have community members interfere their schedules and this one of the challenges (students: M=3.45, SD=.730; opinion leaders: M=3.59, SD=.619, Sk=.543, Kur.=.380).

To establish more rigorous and robust findings, I elicited from some key informants on the inherent challenges that College Administrators encounter in involving the communities in the management of the Colleges of Education in the Ashanti Region.

Challenges

The theme, challenges describe the inherent challenges College Administrators encounter in involving the communities in managing Colleges of Education in the Ashanti Region. Five sub-themes emerged; perception, lack of trust, lack of knowledge, skills, and confusion over roles.

From the interviews, it can be inferred that indeed the programme (community participation) has met some challenges. One of the respondents vividly recounted her experiences on the challenges of the programme. She had this to say…………..

> *The perception of the community members has been a bigger challenge. This is to say that the perception that local people lack*

sufficient knowledge and skills to take control of projects is a major challenge affecting local people's participation in the education planning process in the programme (KI 004).

Another inherent challenge that College Administrators encounter with respect to community partipation was that ……

"In my view, I think that lack of trust between school authorities and the community members create and pose a lot of challenges. Again, I think that the confusion over the roles of school administrators and community leaders has always been a problem. This has really affected the progress of the programme for some time now" (KI 006).

The issues of factors that affect community participation in education have been extensively disused in the literature. The study closely lends support to some of these issues on the inherent challenges College Administrators encounter in involving the communities in managing schools.

For example, Harriet, Anin, and Yussif, (2013) on their part submit that factors that affect achieving higher level of participation in participator approach to development in general and in education in particular has to do with low knowledge level and poor flow of information. Furthermore, local government authorities saw the empowerment of the local steering committee as a danger, accusing them of being political party agents, preventing full commitment and engagement from the local people.

Similarly, Addae-Boahene (2007) discovered that the kind and quality of stakeholders' participation inside a service delivery organization is influenced by a number of factors. Participation style, relationship, knowledge exchange, and engagement are some of these elements. Stakeholders with a reactive approach to planning processes are thought to indicate a strained connection between the

community and the implementing agency. My findings are similar to those of Guillaume (2011), who found that African teachers do not appear to accommodate or entice parents to become more involved in school management, so teachers give fewer instructions to parents, change meeting times for parents, find less effective communication mechanisms, and do not trust their involvement. In most situations, communities are not given an opportunity to participate in the education process for fear of increased accountability and control, as well as a loss of freedom if the community acquires authority over school decisions. Because there is no motivation for coordinating community engagement, community members are more prone to acquire apathy, lose commitment, and/or become half-hearted over time.

4.6 Reserch Question Four:

What factors promote community participation in managing Colleges of Education in the Ashanti Region?

The last research question was to explore some factors that promote community participation in managing Colleges of Education in the Ashanti Region. To realise this, means and standard deviations were used for the analysis and the results are deplayaed in Table 4.4.

Table 4.4: Descriptve Results on factors that promote community participation in managing of the Colleges of Education in the Ashanti Region

Promotional factors	Students		Opinion leaders		Sk.	Kur.
	M	SD	M	SD	Stat	Stat
Training and empowering community members	3.83	.839	3.81	.672	.663	.546
Involving community members in decision making about the colleges	3.71	.940	3.26	.653	.569	.348
Scheduling college programmes for parents during non-work hours for community members to take active parts	3.29	.676	3.49	.169	.783	.396
Giving community members the chance to lead some programmes/projects within the colleges	3.65	.678	3.59	.750	.667	.482
College authorities visiting the home of parents to invite them to participate in college programmes	3.35	.720	2.69	.619	.673	.680
Regularly holding meetings to let community members understand the value of school community partnership	2.56	.543	2.93	.120	.262	.786
Telling community members, the positive things happening in the colleges	2.91	.283	3.10	.172	.234	.345
Effective communication between the college and community	3.12	.912	3.14	.192	.734	.293
Mean of means/ Average mean Score	**3.30**	**.699**	**3.25**	**.418**		

Max.=4.00, Min. 1.0, Students (n=319), Opinion Leaders (n=30).
Key: (Strongly Disagree =1, Disagree =2, Agree = 3, Strongly Agree =4).
Source: Field Data, (2021).

Table 4.4 shows the results on factors that promote community participation in managing of Colleges of Education in the Ashanti Region. The results from the study showed that some factors can be put in place to promote the community participation in the management of the Colleges of Education in the Ashanti Region. This was aserted after the mean of means/average mean score was more than the criterion value of 2.50 (students: MM=3.30, SD=.699; opinion leaders: MM=3.25, SD=.418).

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Dwelling on the individual promotional factors, it was found that training and empowering community members can help promote the community participation pogram (students: M=3.83, SD=.839; opinion leaders: M=3.81, SD=.672, Sk=.662, Kur.=.546). It was found again that involving community members in decision making about the colleges members can help promote the community participation pogram (students: M=3.71, SD=.940; opinion leaders: M=3.26, SD=.653, Sk=.569, Kur.=.345).

It was further found that scheduling college programmes for parents during non-work hours for community members to take active parts can help promote the community participation pogram (students: M=3.29, SD=.676; opinion leaders: M=3.49, SD=.169, Sk=.783, Kur.=.396). Finally, it was found that giving community members the chance to lead some programmes/projects within the colleges can help promote the community participation pogram (students: M=3.65, SD=.678; opinion leaders: M=3.59, SD=.750, Sk=.667, Kur.=.482).

Promotion

The theme, promotion describes the ways in which community participation in the management of the Colleges of Education in the Ashanti Region can be improved. Three sub-themes emerged; Education, involvement and effective communication. With respect to the factors that promote community participation, the interview results was not different.

One respondent recounted that…

> *Yes. I think that some factors can be put in place to promote the community participation in the management of the Colleges of Education in the Ashanti Region. For me, among the possible factors that are expected to promote community participation include making*

community members aware of the positive things happening in the colleges and assigning leadership roles to some members in the community to play in the colleges. (KI 003)

Another respondent vividly made known that….

Community-driven development approach has control of the development processes, resources and decision making, responsibilities and resultant benefits directly placed in the hands of beneficiary communities and community groups and in this approach, beneficiary community participation is a central principle, philosophy, fundamental and tenet. So, I think that College authorities visiting the home of parents to invite them to participate in college programmes will be of help. Also, regularly holding meetings to let community members understand the value of school community partnership (KI 005).

In relation to factors that promote community participation in schools, it can be asserted that several studies have shown that some factors can be put in place to promote the community participation. For example, Watt (2001), noted 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 programmes will likely be weak. Communities support education in order to achieve an objective that would not be met without their involvement. This posits once again a rational perspective to participation.

The study confirmed Watt's (2001) findings, which state that before communities can play a more active educational role, efforts such as concerted capacity building, support from other education stakeholders, particularly teachers and government, and timely and free flows of information are required. Actively initiating change and

building a "learning by doing" approach are often the most effective ways to build community support for education. This is accomplished by initiating a process of bringing the community together and fostering debate about educational needs and priorities, perceptions of education's role in the community and the duties of various stakeholders, and choices for improving the school. Some well-resourced, highly motivated, and cohesive communities are capable of funding and managing education on a long-term basis on their own.

Ivancevich, Donnelly, and Gibson (2003) found that the school principal's leadership style is critical in securing community support for the school's operations. Leadership is defined as the ability to influence others' actions, either individually or as a group, in order to achieve valuable, meaningful, and challenging goals.
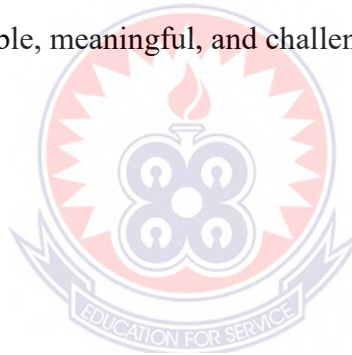
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

The main purpose of this study was to explore and understand community participation in the management of the colleges of education in Ashanti Region. In this regard, this chapter sought to present a summary of the research process as well as the key findings that emerged from the research. Based on the findings, conclusions were drawn and recommendations were provided which enabled appropriate suggestions to be made for further research.

5.1 Summary of the Study

Available literature suggests that there is growing interest to improve education delivery in developing countries through community participation. This triggered the researcher to investigate the extent of community participation in the management of the Colleges of Education in the Ashanti Region of Ghana. Specifically, the study sought to identify the benefits of community participation in the management of Colleges of Education in the Ashanti Region, explore the extent to which communities participate in the management decisions in the Colleges of Education in the Ashanti Region. Identify the challenges college administrators encounter in involving the communities in the management of the Colleges of Education in the Ashanti Region and examine the factors that promote community participation in the management of the Colleges of Education in the Ashanti Region.

To achieve this, the study was rooted in the descriptive survey using the mixed methods approach. Questionnaire and interview guides were used to collect data at the same time and analyzed in complementary manner. A total of 349 questionnaires

were distributed comprising 319 college of education students and 30 opinion leaders in the Ashanti Region. With this number, 343 (students =313, opinion leaders=30) were retrieved for analysis. The quantitative data were analysed using descriptive statistics (means, standard deviations, frequencies, and percentages). The research instruments were pre-tested and reliability and validity were ensured. Ethical issues were also considered before the actual data collection.

5.2 Key Findings

The following findings were emerged from the study.

1. Research question one sought to explore the extent to which communities participate in the management decisions in the Colleges of Education in the Ashanti Region. The results from the study suggest that largely, to some extent, the communities do not really participate in the management decisions in the Colleges of Education in the Ashanti Region. In most cases, the community is not really involved in the selection of teacher trainees. Most of the selections are reserved for the college and its authorities. It is only in some few cases that some key members in the community such as the chiefs have the opportunity. Community members make accommodation arrangement for teachers and teacher trainees, regular meetings with the college on matters to ensure progress are mostly not held , partnership between the college and the community on governance of the college is very abysmal, existing structures was reported not available to ensure the participation of the community in managing the college etc.

2. The main purpose of research question two was to explore the benefits of community participation in the management of Colleges of Education in the Ashanti Region. It emerged generally that, the community participation in the

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management of Colleges of Education benefit a lot of communities in the Ashanti Region. Some of the identified benefits were that community participation brings positive impacts on academic achievement. The sponsorship programme has helped reduce the shortage of teachers in the rural areas. Community participation makes members of the community relate very well with Colleges of Education. The sponsorship programme has ensured efficient redistribution of teachers. Community participation leads to effective and efficient use of resources and community participation help students in the community develop their future potential.

3. Research question three was to explore the inherent challenges College Administrators encounter in involving the communities in the management of the Colleges of Education in the Ashanti Region. The results from the study indicated that though the community participation programme is very beneficial but however, it is met with some challenges. Some of the challenges were the fact that there is poor understanding of educational issues by community members, ineffective medium of communication at meeting, lack of trust between school authorities and the community members, confusion over the roles of school administrators and community leaders and School administrators may not wish to have community members interfere their schedules.

4. Research question four was to explore factors that promote community participation in the management of the Colleges of Education in the Ashanti Region. Some of the found promotional factors were training and empowering community members, involving community members in decision making about the colleges, scheduling college programmes for parents during non-

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work hours for community members to take active parts, giving community members the chance to lead some programmes/projects within the colleges, regularly holding meetings to let community members understand the value of school community partnership, telling community members, the positive things happening in the colleges and effective communication between the college and community.

5.3 Conclusion

Based on the findings of the study, the following conclusions are drawn, the results from research question one suggests that largely, to some extent, the communities do not really participate in the management decisions in the Colleges of Education in the Ashanti Region. From the research question two, it can be concluded that generally, the community participation in the management of Colleges of Education benefit a lot community members in the Ashanti Region and as such it should be encouraged and sustained. From the research question three, it can be concluded that even though the community participation programme is very beneficial however, it is met with some challenges. Some of these accrued challenges retire the progress of the community participation programme. From the research question four, it can be concluded that some factors can be put in place to promote the community participation in the management of the Colleges of Education in the Ashanti Region. It is believed that these factors could help address some of the challenges that retire or block the progress of the community participation in the Ashanti Region.

5.4 Recommendations

The following recommendations have been made to the colleges of education based on the findings of the study for policy and practice. It is envisaged that these recommendations, when taken into consideration would bring about efficiency and effectiveness in community participation in the management of the Colleges of Education in the Ashanti Region.

1. The study recommends that there should be strong awareness on the role of the communities and their indigenous knowledge systems in ensuring community participation. As such there is a need to establish community-based information technological centers (ITC) for the display, storage and dissemination of community participation related knowledge to communities. Local government and NGOs should strengthen community awareness on the value of the role of the locals in sustainable development in colleges of education in Ashanti Region.

2. The further strengthen the community participation in the Colleges of Education in the Ashanti Region, the study recommded that there should be creation fora for meetings, workshops, and conferences to discuss and debate pertinent issues. Thus, creating platforms where community members will be able to express their views without fear. This will help mitigate against some challenges of the community participation programmes in colleges of education.

3. Finally, integrated development plan meetings should be effectively publicized in order to allow the communities to have an opportunity to identify their needs and problems and device mechanisms to meet such needs in colleges of education.

5.5 Limitations of the Study

This study was conducted in four colleges of education with three hundred and fifty-seven (357) sample size comprising three hundred and nineteen (319) mentees, thirty (30) opinion leaders (assembly members and chiefs), four (4) principals and four (4) teaching practice coordinators. Though the sample for this study was fairly large, a good number of mentees, principals and opinion leaders were missed out making the generalization of the finding difficult since the coverage was limited. It is often argued that generalizing the outcomes of studies with limited coverage is problematic and unreliable. The sample size of three hundred and nineteen (319) mentees for the entire region was good for academic purpose but would not provide very good grounds for generalization to cover the entire nation. In addition, due to limited time for the study, the opinion leaders' qualitative responses were not taken to complement their quantitative view as this would have been more reliable. Further, the closed ended questionnaires used for data collection forced respondents to take decisions on the items without allowing them room for their own responses. In spite of the above limitations, it could be argued that, the mixed method approach adopted in this research was appropriate. The mixed method approach helped data triangulation.

5.6 Suggestion for Further Studies

The following research efforts are recommended for future studies

1. a comparable or similar study on community participation trends in other rural settlements be carried out.

2. Further research should be conducted to probe the status quo on why the concept of community participation has not lived up to its expectation of ensuring sustainable projects in colleges of educatrion. However, the researchers should exercise caution, that is, the bracketing of all

presuppositions that would lead to the stigmatization of the indigenous communities particularly their indigenous knowledge.

3. It is suggested that this topic should be replicated in other Regions, Municipalities, districts of Ghana to enable a nationwide call and awareness for community participation in Ghana.

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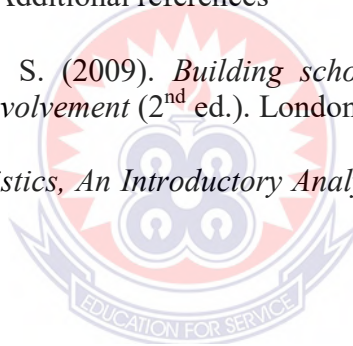
APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF BASIC EDUCATION

The study seeks to investigate the extent of community participation in the management of Colleges of Education in the Ashanti Region. You are assured of confidentiality and anonymity of the information you provide. You are further assured that any information you provide is purely for academic purposes. It is, therefore, important that you fill this questionnaire yourself. I would be very grateful to have you participate in the study by responding to this questionnaire.

SECTION A: Demographic Data

Please answer the following questions by either ticking the appropriate answer or proving the answer where needed.

1   Sex   [m]   [f]

2   Level of Education: Basic level   [ ]   Secondary Level   [ ]

     Tertiary Level [ ]

3   Designation: Principal [ ]   Teaching Practice Coordinator   [ ]

     Tutor   [ ]   Teacher Trainee [ ]   Opinion Leader   [ ]

SECTION B

Benefits of Community Participation in the Management of Colleges of Education

Below is a list of statement about benefits of community participation in the management of Colleges of Education. Read carefully and select which statement best describes your understanding. Tick *(√)* in the appropriate column.

Note that the ratings are as follows: Strongly Agree = SA   Agree   = A

Disagree = D   Strongly Disagree = SD

	Benefits of Community Participation	SA	A	D	SD
4	Community participation makes members of the community relate very well with Colleges of Education				
5	Community participation improves access to education				
6	Community participation leads to effective and efficient use of resources				
7	Community participation help students in the community develop their future potential				
8	Community support helps to get the needed curriculum materials for teaching and learning				
9	Community participation brings positive impacts on academic achievement				
10	Community participation helps in the sponsorship of teacher trainees				
11	The sponsorship programmeme has helped reduce the shortage of teachers in the rural areas				
12	The sponsorship programmeme has ensured efficient redistribution of teachers				

SECTION C

	Extent of Community Participation in the Management of the Colleges of Education	SA	A	D	SD
13	The community is involved in the selection of teacher trainees (protocol)				
14	The community is involved in sponsoring teacher trainees				
15	The community is involved in the posting of the newly trained teachers				
16	The community liaises with the education directorate to ensure that qualified teachers are posted to the community				
17	Some community members serve as resource persons for some programmes organized in the colleges				
18	Community members make accommodation arrangement for teachers and teacher trainees				
19	Community members take part in decisions about school infrastructure				
20	Community provides land for the construction of school infrastructure				
21	Community visits the colleges to ensure efficient utilization of school resources				
22	The community supplies infrastructure for colleges within the area				
23	Community holds regular meetings with staff to know the problems facing the colleges				
24	The community holds regular meetings with the college on matters to ensure progress.				
25	Community visits colleges to assess the progress of projects undertaken				
26	The community decides on which projects to be carried out in the college				

27	The community imposes special levies on members to finance some college projects				
28	The community is consulted on matters of teaching practice (out segment programmeme)				
29	The community provides accommodation for the mentees				
30	There is a better partnership between the college and the community on governance of the college				
31	There are existing structures to ensure the participation of the community in managing the college.				

SECTION D

Sn	Challenges	SA	A	D	SD
1	Poor understanding of educational issues by community members				
2	Ineffective medium of communication at meeting				
3	Lack of trust between school authorities and the community members				
4	Confusion over the roles of school administrators and community leaders				
5	School administrators may not wish to have community members interfere their schedules				

SECTION E

Factors that promote Community Participation in the Management of the Colleges of Education

Sn	Statement	SA	A	D	SD
32	Training and empowering community members				
33	Involving community members in decision making about the colleges				
34	Scheduling college programmes for parents during non-work hours for community members to take active parts				
35	Giving community members the chance to lead some programmes/projects within the colleges				
36	College authorities visiting the home of parents to invite them to participate in college programmes				
37	Regularly holding meetings to let community members understand the value of school community partnership				
38	Telling community members, the positive things happening in the colleges				
39	Effective communication between the college and community				

APPENDIX B

INTERVIEW GUIDE

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF BASIC EDUCATION

The study seeks to investigate community participation in the management of the colleges of education in Ashanti Region. You are assured of confidentiality and anonymity of the information you provide. You are further assured that any information you provide is purely for academic purposes.

Section B: Guiding Questions

1. To what extend do you involve the community in the management of the college?

2. Please what do you think to be some of the benefits of community participation in the management of college of education in Ashanti Region?

3. What are some of the inherit challenges do your college administrators encounter in involving the community in the management of your college?

4. What measures can be put in place to ensure effective community participation in the management of your college of education?

APPENDIX C

Themes

Themes	Sub themes	Codes
Participation	Accomodation	House, rent
	Food and water	Food, water
	Advice	Pieces of advice
Benefits	Relationship	Good, perfect
	Improved education	Knowledge, understanding
	Resources	School development, accommodation, money
	Student development	Moral values, skills, maturity
Challenges	Skills	Lack of skills, inadequacy,
	Trust	Lack of Trust, inconsistent, unreliable
	Negative Perception	Illiterate, no education, layman
	Lack of Knowledge	No idea, nothing, do mot know
	Confusion	Confusion over roles,

APPENDIX D

RELIABILITY OF THE INSTRUMENTS BASED ON SECTIONS

OF THE

QUESTIONNAIRE

SECTION ONE

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of Items
0.695	0.894	09

SECTION TWO

COMMUNITY PARTICIPATION LEVEL OF CP

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

128

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of Items
0.825	0.854	19

SECTION THREE

CHALLENGES OF CP

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

`Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of Items
0.708	0. 798	05

SECTION THREE

PROMOTIONAL FACTORS OF CP

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

b. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of Items
0.801	0.806	08