

UNIVERSITY OF EDUCATION, WINNEBA

**STAKEHOLDERS' PARTICIPATION IN MANAGING BASIC SCHOOLS: A
STUDY OF ASHANTI SCHOOL FOR THE DEAF, JAMASI IN THE ASHANTI
REGION OF GHANA**



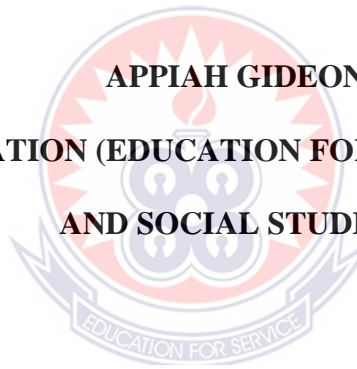
APPIAH GIDEON

DECEMBER, 2014

UNIVERSITY OF EDUCATION, WINNEBA

**STAKEHOLDERS' PARTICIPATION IN MANAGING BASIC SCHOOLS: A
STUDY OF ASHANTI SCHOOL FOR THE DEAF, JAMASI IN THE ASHANTI
REGION OF GHANA**

APPIAH GIDEON
B.ED SPECIAL EDUCATION (EDUCATION FOR THE HEARING IMPAIRED)
AND SOCIAL STUDIES.



**A Dissertation in the Department of SPECIAL EDUCATION, Faculty of
EDUCATIONAL STUDIES submitted to the School of Graduate Studies,
University of Education, Winneba in partial fulfillment of the requirements for
award of the Master's of Education (SPECIAL EDUCATION) degree.**

DECEMBER, 2014

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:.....

DATE:.....

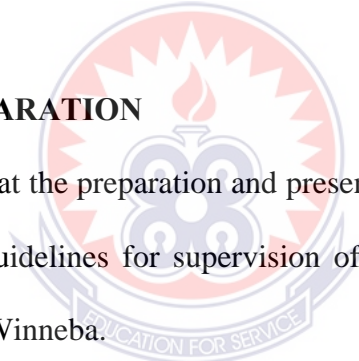
SUPERVISOR'S DECLARATION

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

DR. OFFEI NYANDU YAW:

SIGNATURE:.....

DATE:.....



ACKNOWLEDGEMENT

My heartfelt thanks to God for helping me complete this work. I would like to specially acknowledge my supervisor, Dr. Offei Nyandu Yaw, for his guidance, suggestions and encouragement made the completion of this thesis possible. I am most grateful for having the opportunity to be under his supervision. I am indebted to other lecturers and staff of the Department of Special Education for their support towards this work. I acknowledge Mrs. Serwaa-Amaniapong Dosoo for her immense support and contributions during the study. To my wife and children I say thank you for your understanding and love during the study.



DEDICATION

This thesis is dedicated to my family for their understanding, support and commitments during this study.



TABLE OF CONTENT

	Page
Declaration	ii
Acknowledgement	iii
Dedication	iv
Table of Content	v
List of Tables	viii
List of Figures	ix
Definition of Terms	x
Abstract	xi
CHAPTER ONE: INTRODUCTION	1
Background of the Study	1
Statement of the Problem	2
Purpose of the Study	3
Objectives of the Study	3
Research Questions	3
Significance of the Study	3
Limitation	4
Delimitation	4



CHAPTER TWO: LITERATURE REVIEW	5
Stakeholders in a School	5
Stakeholders Participation in School	7
Extents to Which Stakeholders' should Participate in a School's Activities	8
Some Hindrances to Stakeholders' Participation in School Management	12
Strategies to Enhance Stakeholders' Participation in School Management	16
Sensitization of the Stakeholders' to Build a Strong School Community Relationship	22
Sustaining Stakeholders' Participation	24
Basic Education Development in Ghana	26
Conclusion	27
CHAPTER THREE: RESEARCH METHODOLOGY	30
Introduction	30
Research Design	30
Population	31
Research Instruments	32
Data Collection Procedure	33
Data Analysis	33
CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS	34
Introduction	34
Characteristic of Headteacher, Teachers, Circuit Supervisor and Other Education Officers	34

Research Question 1	38
Research Question 2	40
Research Question 3	42
Activities Performed by the Stakeholders' to Increase their Participation in the School Activities	45
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	47
Introduction	47
Summary of Findings	47
Conclusion	49
Recommendations	49
Suggestions for Further Research Studies	51
REFERENCES	52
APPENDICES	62



LIST OF TABLES

	Page
Table 1: Population Distribution of Research Respondents	31
Table 2: Sample Size Distribution of Research Respondents	32
Table 3: Academic Attainment of Head teacher, Teachers, Circuit Supervisor and Other Education Officers	35
Table 4: Qualification of GES Respondents by Rank	36
Table 5: Numbers of Years Respondents have Spent in the School or Office	36
Table 6: Level of Education of PTA and SMC Executive Members	37
Table 7: Occupation of PTA Members, PTA Executives, SMC Executives	37
Table 8: Stakeholders' Involvement in the Management of Ashanti School for the Deaf, Jamasi	39
Table 9: Stakeholders' Participation in the School's Activities to Enhance Teaching and Learning	41
Table 10: Factors that Negatively Influenced Stakeholders' Level of Participation in the School's Activities	42
Table 11: Strategies that can be used to Enhance Stakeholders' Level of Participation in the Management of the School	43
Table 12: Activities Performed by the Stakeholders' to Increase Participation	46

LIST OF FIGURES

	Page
Fig. 1: Stakeholders' Participation in the School Management of Ashanti School for the Deaf Jamasi	39
Fig. 2: Teacher Motivation by the Community	45



DEFINITION OF ABBREVIATIONS

ADP	-	Accelerated Development Plan
PTA	-	Parent –Teachers –Association
SMC	-	School Management Committee
MMDA-		Metropolitan, Municipal and District Assemblies
CBO	-	Community Based Organizations
CBL	-	Community Based religious leaders
DEO	-	District Education Office
GES	-	Ghana Education Service
DA	-	District Assemblies
NGOs-		Non-Governmental Organization
UNECA	-	United Nation Education Commission
FAO	-	Food and Agriculture Organization
IFAO-		International Fund for Agriculture Development
SIP	-	School Improvement Plan
AIP-		Annual Improvement Plan
PLA	-	Participatory Learning and Action
NASSP	-	National Association of Secondary School Principals
WCED	-	World Commission on Environment and Development
UNESCO	-	United Nations Education, Scientific and Cultural Organization.
SSA	-	Sub Saharan Africa
SPSS	-	Statistical Package for Social Sciences

ABSTRACT

The District Education Strategic Plan initiative adopted within the Education sector in Ghana emphasizes on the need for stakeholders' participation in education planning process at the local or community level. The rationale behind this initiative was to cultivate and ensure stakeholders' involvement and commitment in the management of education at local level to improve quality and standards. This study aims at assessing the stakeholders' level of participation in the management of basic schools including special schools. Quantitative approach was adopted in the study with descriptive survey strategy. Primary data was collected through a questionnaire and analysed quantitatively using statistical tools such as simple percentage, frequency tables and pie charts. The study revealed low level of stakeholders' knowledge and involvement in the management of school activities in the Ashanti school for the Deaf, Jamasi in the Sekyere South District of the Ashanti region of Ghana. It is recommended that District Education Officers, MMDAs should collaborate with all stakeholders in the planning and implementation of all school activities to improve the quality of education within Ashanti school for the Deaf, Jamasi.

ABSTRACT

The District Education Strategic Plan initiative adopted within the Education sector in Ghana emphasises on the need for stakeholders' participation in education planning process at the local or community level. The rationale behind this initiative was to cultivate and ensure stakeholders' involvement and commitment in the management of education at local level to improve quality and standards. This study aims at assessing the stakeholders' level of participation in the management of basic schools including special schools.

Quantitative approach was adopted in the study with descriptive survey strategy. Primary data was collected through a questionnaire and analysed quantitatively using statistical tools such as simple percentage, frequency tables and pie charts. The study revealed low level of stakeholders' knowledge and involvement in the management of school activities in the Ashanti school for the Deaf, Jamasi in the Sekyere South District of the Ashanti region of Ghana. It is recommended that District Education Officers, MMDAs should collaborate with all stakeholders in the planning and implementation of all school activities to improve the quality of education within Ashanti school for the Deaf, Jamasi.

STAKEHOLDERS' PARTICIPATION IN MANAGING BASIC SCHOOLS. A STUDY OF
ASHANTI SCHOOL FOR THE DEAF, JAMASI IN THE ASHANTI REGION OF GHANA.



STUDENT'S DECLARATION

I, APPIAH GIDEON, declare that this Thesis / Dissertation / Project, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:.....

SUPERVISOR'S DECLARATION

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

DrOffieNyandu Yaw:

SIGNATURE:.....

DATE:.....



TABLE OF CONTENTS

C.1.0 Preliminary Pages 5

C.1.1. Cover Page 5

C.1.2. Fly Leaf 5

C.1.3. Title Page 5

C.1.4. Declaration Page 6

C.1.5. Acknowledgement(s) 6

C.1.6. Dedication 6

C.1.7. Table of Contents 6

C.1.8. List of Tables 7

C.1.9. List of Figures/Plates 7

C.1.10. Glossary / Abbreviations 7

C.1.11. Abstract 7

C.2.0 Main Body 8

C.2.1. Chapter One: Introduction 8

C.2.2. Chapter Two: Literature Review 9

C.2.3. Chapter Three: Research Methodology

/ Materials and Methods 9



C.2.4. Chapter Four: Results/Findings 9

C.2.5. Chapter Five: Discussion 10

C.2.6. Chapter Six: Summary of Findings, Conclusions

and Recommendations 10

C.2.7. References 10

C.2.8. Appendices (if any) 11

C.2.9. Total Length of Dissertation/Thesis/Project Report 11



DEPARTMENT OF SPECIAL EDUCATION

STAKEHOLDERS' PARTICIPATION IN MANAGING BASIC SCHOOLS: A STUDY OF
ASHANTI SCHOOL FOR THE DEAF, JAMASI IN THE ASHANTI REGION OF GHANA.



DECEMBER, 2014

UNIVERSITY OF EDUCATION, WINNEBA

STAKEHOLDERS' PARTICIPATION IN MANAGING BASIC SCHOOLS: A STUDY OF
ASHANTI SCHOOL FOR THE DEAF, JAMASI IN THE ASHANTI REGION OF GHANA.

APPIAH GIDEON



7120150018

A Dissertation/Thesis in the Department of Special Education, Faculty of ...Educational studies,
submitted to the School of Graduate Studies, University of Education, Winneba in partial
fulfilment of the requirements for award of the Master of Education (Special Education) degree.

DECEMBER, 2014



CHAPTER ONE

INTRODUCTION

Background of the Study

When formal education first started in Ghana (formerly, the Gold Coast), schools were mostly managed by the colonial masters and missionaries. For instance, castle schools were managed by the colonial masters, while mission schools were managed by churches. This trend even continued through the post-colonial era when the government took over the responsibility (Abaidoo, 2011).

In a quest to increase the literacy rate and to meet the manpower needs of the country, the 1951 Education Act, also known as Accelerated development plan (ADP, 1951) was passed. This act was amended in 1961 to provide free and compulsory basic education for all children of school going age by the Education Act of 1961. By this act, the government bore all the financial burdens and management of public schools. With the passage of time however, the number of children receiving free public education increased, and the government of Ghana could no longer bear all the cost of the public education as mandated under the Education Act of 1961. As a result of this the Government passed the Ghana Education Act of 1994 which, mandated that all communities in the country should be more involved in the management of schools within their localities. This policy permitted the formation of Parent- teachers associations (PTAs) and school management committee (SMCs). Also the municipal, metropolitan and district assemblies (MMDAs) were also mandated to have oversight responsibilities over the schools within their areas of jurisdiction. In addition, the 1994 law encouraged chiefs, religious leaders and other opinion leaders, such as assemblymen and unit committee members to get involved in the management of the

schools within their catchment area. The purpose of this was to enhance teaching and learning (a013) indicated that through the collaborative efforts of these stakeholders, and learning through effective supervision and monitoring. Furthermore, Sekyere (2013) policy formulators hoped to generate a good school-community relationship that would further integrate schools into the communities in which they were situated.

Statement of the Problem

The Government of Ghana, in 1994, advocated for more community participation in education, thus public basic schools were mandated to establish PTAs and SMCs in their schools. Also MMDAs, community based organizations (CBOs), and community based religious leaders (CBLs) were to align with the various district education offices (DEOs) to supervise the schools in their localities to enhance teaching and learning (G.E.S Act, 1995). As a result of these directives, the Ashanti School for the Deaf at Jamasi established a PTA in 1992 and a SMC in 2006. Looking at this data therefore, in the Ashanti school for the Deaf at Jamasi has complied with the government's 1994 directives by establishing a PTA and SMC. It is evident that the PTA and SMC have been in the school for at least 22 and 18 years respectively. The researcher has taught in, and interacted with administrators, staff and other stakeholders of the Ashanti School for Deaf at Jamasi for two years. Within those two years, the researcher could not determine the level of participation of stakeholders in the management of the school. It is in respect of this that the researcher sought to determine the level of stakeholders' participation in the management of the Ashanti School for the Deaf, Jamasi.

Purpose of the Study

This study is purported to determine the level of stakeholders' participation in the management of Ashanti School for the Deaf, Jamasi.

Objectives of the Study

To achieve the aim of the study, the following objectives were pursued:

1. To determine the level of Stakeholders' participation in managing the Ashanti School for the Deaf at Jamasi.
2. To enumerate how stakeholders in the Ashanti School for the Deaf at Jamasi participate in the school's management activities to enhance teaching and learning.
3. To identify strategies that can be adopted to increase stakeholders' participation in the management of the Ashanti School for the Deaf at Jamasi.

Research questions

- 1) How are stakeholders in the Ashanti School for the Deaf involved in the management of the school?
- 2) How are stakeholders in the Ashanti School for the Deaf, Jamasi involved in the management of the school to enhance teaching and learning?
- 3) What can be done to increase stakeholders' participation in the management of the Ashanti School for the Deaf at Jamasi?

Significance of the study

The findings from this study would help parents who are also major stakeholders in education to identify the various stakeholders' participations that exist in the Ashanti School for the Deaf, Jamasi.

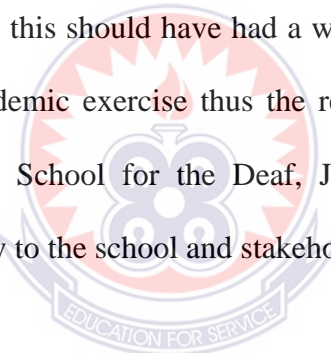
This study would also enable the Government of Ghana and other policy-makers to identify the kind(s) of stakeholders' participations that promote high educational standards in order to encourage it.

Limitation

This study was carried out in the Ashanti school for the Deaf, Jamasi as a case study even though the descriptive survey design was employed. As result of this, the findings are basically specific to the said school hence; they may not be a sufficient basis for generalization.

Delimitation

A research such as this should have had a wider spectrum however; the study was conducted as an academic exercise thus the researcher deemed it expedient to delimit it to the Ashanti School for the Deaf, Jamasi, taking into consideration proximity and accessibility to the school and stakeholders involved in the study.



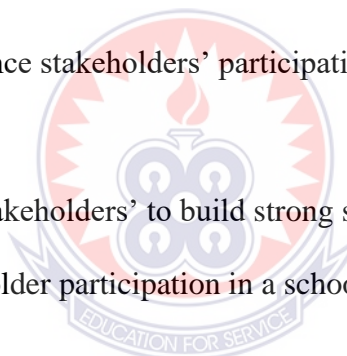
CHAPTER TWO

LITERATURE REVIEW

This chapter presents the literature on subheadings of some topics about stakeholders' participation in managing and enhancing quality education delivery.

These subheadings include:

- Stakeholders in a school
- Stakeholder participations
- Extents to which stakeholders' should participate in a school's activities.
- Some hindrances to stakeholder participation in a school's management processes.
- Strategies to enhance stakeholders' participation in a school's management processes.
- Sensitization of stakeholders' to build strong school- community relationships
- Sustaining stakeholder participation in a school's management processes



Stakeholders in a School

Currently, there is the utmost recognition for decentralization all over the world. This phenomenon has traveled to all aspects of administration and governance including education. As a result of this, the current trend in education is the empowerment of certain individuals in the school and community to see to the day-to-day running and decision – making processes of the school. Hitherto, this had been the sole responsibility of the central government with very little contribution from parents and community members. The individuals saddled with this responsibility of school management are collectively called stakeholders.

The term “stakeholders” has become fashionable in many countries, including Ghana. The term is based on the assumption that certain groups and individuals have an interest, or a “stake”, in the activities of an institution. According to Bush and Heystek (2003) stakeholders are all those people who have a legitimate interest in continuing the effectiveness and success of an institution. In contextualizing this definition, one gets a picture of an ideal situation where various stakeholders in a school setting such as parents, teachers, learners and head teachers come together and make decisions in pursuit of a common interest. This reform in decision-making approaches followed by schools presents a challenge for principals in terms of their skills and capacities as they have to adopt more collaborative and inclusive decision-making processes. Research into the ever changing school environment and the changes experienced by head teachers clearly shows that there is now a far greater focus on a head teacher’s interpersonal skills and capabilities. Since head teachers are now required to lead the whole school community while facilitating participation and collaboration among stakeholders in decision-making, planning and budgeting, their leadership skills and capacities are critical (Cranston, 2009).

In USA, the education of a child with disability does not commence until an individualized education plan (IEP) has been drawn for the child. In the drawing of an IEP, the parent of the child, teacher, support service providers etc are regarded as major stakeholders and are in no way left out (Oppong, 2003). This situation is similar to the practice in South Africa where there is a policy framework for decentralized decision – making dubbed south African schools Act 84 of 1996 (RSA, 1996) with the mandate schools to renew their management strategies in a responsible and effective way to make it all inclusive for stakeholders. In Ghana, there is a similar mandate that compels schools to identify various groups and individuals as

stakeholders. Notable among these stakeholders in Ghanaian schools are PTA, SMC, AD, DEO and CRL.

Stakeholder Participation in School

In a school setting, the head teacher and his staff are basically the managers of the school but other stakeholders were trained by the participatory learning and action (PLA) staff of education directorate to do an environmental scanning to determine school needs and problems. Armed with a shared mission and vision of their schools, a School Improvement Plan (SIP) and Annual Improvement Plan (AIP) were formulated by the Ministry of Education (MoE) in collaboration with the Ghana Education Service (GES). The SIP and AIP included targets to increase student enrolment, staff development, physical plant development, resource generation and fund management. This has made the support of the stakeholders' including the parents, the local government units, and the local industry is an important element in sustaining and maintaining the viability of improved learning outcomes. The success of participatory learning and action programme is thus attributed to utmost parental participation (Mathbor, 2011).

According to Gertler, Patrinos and Rubio-Bodina (2013), the Compensatory Education Programme in Mexico that empowered parent associations had substantial effect on school attendance of teachers and students, home follow-up studies and mutual motivation. In the Philippines, there is a problem of parents and professionals having different expectations of special education programs as the former remains a largely untapped source of educational assistance (Sandoval, 2001).

Extents to which Stakeholders should participate in a School's Activities

During the past 20 to 30 years there has been a major shift towards greater self-management and self-governance in educational institutions throughout the world. This trend is evident in Australia, Canada, New Zealand, the United Kingdom and some parts of the United States of America. Imber, Neidt, & Reyes (2011) have noted that this is related to a move towards institutional autonomy, or what is known as school-based management or self-management of schools.

Similarly, the Ghana Education Act 2008, Act 177 and Act 462 of Ghana's Republican Constitution (1992), aligns with Ghana's decentralization process and the Education for All/Fast Track Initiative and the Paris Declaration on Aid Effectiveness. Based on this the collaborative stakeholder participatory approach was recommended for educational management and planning at the various levels of education. Stakeholders, such as CBOs, SMC, PTAs, DAs, DEOs, and CRLs were to be part of the planning and implementation of the various plans set up by the Ministry of Education (MoE, 2003). By this strategy, the district education strategic plan (DESP), which is a sector-wide approach to planning, was introduced in the mid-1990s as a consequence of the disappointment and disenchantment with the traditional planning method (Addae-Boahene, 2007). Although most of the basic schools in Ghana were initiated by communities, which willingly recruited teachers and provided places of learning for their children, these schools are later absorbed into the public school system, and the management and control of these schools shifted to central government authorities with minimum community participation. This shift in the management and control of education delivery tends to have adverse effect on local community commitment and involvement in quality basic education delivery. As part of government's effort at strengthening community participation structures, various

community structures such as SMCs, PTAs, DEO, circuits, zones, area councils, were established with a legal backing based on the GES Act, 1995 (Addae-Boahene, 2007).

The South African Schools Act of 1996 (RSA, 1996) focuses on, inter alia, the need for educational managers who can work in democratic and participative ways to build relationships in sustainable communities, thus ensuring the effective delivery of education. At the core of these policy initiatives and legislation is a process of decentralizing decision-making powers to the nation's schools governing bodies. The allocation of resources to school level and a significant process of democratization in the ways in which schools are governed and managed are also categorically spelt out in the policy document (DoE, 1996).

Globally, school management is such a widespread phenomenon in education and so relevant the South African education recently reassured the education fraternity of the government's commitment to the self-management and the self-governance of South African schools. In addressing the media, the Education Minister Naledi Pandor referred to school management as a mega trend in education, and urged parents and other stakeholders in education to participate in school governance through school management, which she referred to as "the way to participate in school governance" (Romos, 2009, p.7). In spite of other more negative and often contradictory reports regarding local school governance that have appeared in the South African media, the powers of school governance and management continue to be vested in the school governing body. Such a school governing bodies comprise parents, educators, learners, the head teacher and various members of the community. Bradshaw and Buckner (2012) believe that the significant changes demanded of schools can only be attained through such devolution of power and through shared decision making that encourages people to change and to address educational

problems head on. In this regard, the school governing body has a major role to fulfill. Cohen (2010), Cohen, March and Olsen (2009) and Conley, Schmidle and Shedd (2010) assert that for more than 30 years, policy-makers, educators, and academics have considered school management as a key ingredient in school improvement and reform efforts.

According to a report by the National Association of Secondary School Principals (NASSP) in the United States, proponents of school management believe that schools will be more effective if stakeholders such as teachers and parents have increased opportunity for participation in core school decisions (NASSP, 2000). In school management the decision-making process moves to the teacher as part of the school management team, and to the parent as part of the school governing body. Aviner (2007) advocates the implementation of participative decision-making and management, with the delegation of authority from higher to lower level. He added that school management also implies an increase and change in the responsibilities of the school head teachers and suggests new demands on the headship. The concept of school management has spread globally, making the role of the school head teacher more pivotal in providing the professional leadership required and providing positive learning environments (Gurr, 2010).

In spite of its widespread use and implementation, school management has received only moderate attention in Ghana regarding issues such as stakeholder participation and the impact of stakeholder values on the school management process. Until now, most of the research on these issues in school management has been conducted as part of policy research, which has tended to focus on monitoring implementation guidelines, and using this information to identify features of successful school development plans. One of the cornerstones of the theory on school

management is that resources may be managed more efficiently, effectively and economically when the responsibility for planning and decision making is delegated to the point of delivery. For this process to be effective, schools need to have effective and successful school development plans that clearly link stakeholder participation and stakeholder values in school management to the objectives outlined in those plans (Brouillette, 2001; Giles, 2000).

Day (2011) noticed that the majority of activities to be implemented by principals involve collaborative decision-making and which demands sound interpersonal skills such as negotiation, conflict resolution, persuasion and collaboration. Jackson (2010) points out that although head teachers need to “continually and increasingly involve their staff in collective decision-making” as key aspects of their job there should be boundaries within which such collaborations would take place. He emphasizes the importance of consultation, collective decision-making and delegated responsibility. It is clear that nowadays there are marked changes in the roles and responsibilities of head teachers in comparison to earlier times when the head teacher was the main and usually the only decision-maker in the school.

Other scholars in the field of school leadership and stakeholder involvement underscore the importance of facilitative leadership by school principals. Oliver (2006) advocates that principals have to initiate, implement and sustain viable forms of teacher empowerment and shared decision-making at the school level through cordial relationships and shared vision. Blase and Blase (2010) pointed out the need to think in terms of notions of “power with” and “power through” other than the more traditional hierarchical “power over” notion that probably most closely aligns with how head teachers operated in the past. It could be concluded that the success of

participatory decision-making has much to do with the readiness of the head teacher to share power and his ability to establish the processes to make participatory decision-making work vis-à-vis teachers recognition of the fact that a collaborative decision-making by the head teacher is not a sign of weakness or lack of initiative and vision. They share the view that leaders must be willing to let go of traditional authority roles, not only by allowing teachers to have a greater voice, but helping to prepare them, providing support, establishing an environment of trust and the setting clear limits/operational boundaries. Mabaso and Themane (2012) expressed a similar view when they stated that “Head teachers should create conditions that foster empowerment and release their control over other stakeholders, alter their roles, and engender commitment, trust, and respect for all stakeholders for the benefit of school management.” 45.

Mulford (2010) studied the perceptions head teachers, teachers and other stakeholders towards decision making in primary schools in Tasmania and the findings seem to suggest that all the stakeholders (teachers, parents and learners) needed to be engaged in real decisions about school income and expenditure and not only on issues concerning teaching and learning in the school if real improvement in education was to be achieved. Other studies of shared governance, such as those by Karlsson (2012) and Mncube (2008) point towards the same understanding and collaboration.

Some Hindrances to Stakeholders’ Participation in School Management

It is unfortunately true that in the Ghanaian educational system the quest for schools to be democratic (that is, in a sense of ensuring that all stakeholders have a chance and opportunity to be effectively involved and participate in school management), it has become increasingly clear that many basic schools are still overly

bureaucratic, causing frustration to stakeholders meant to be served by the process (Manu, 2006). Numerous Ghanaian schools, specifically the special schools, are still too traditional in their way of thinking, and too bureaucratic, as far as stakeholders' participation in the school management process is concerned.

Some hindrances to stakeholders' participation in a school's management include:

- **Lack of accountability, financial control and financial management**

In school management, school administrators have to be more responsible and use their resources in more efficient ways to achieve their goals. A lack of accountability typifies many schools since self-management is new to these schools. School management requires schools to manage and handle their own finances in a responsible manner. Most of these schools often lack essential financial planning skills.

- **Weak leadership:**

School management involves strong leadership from, specifically, the school heads. Some head teachers simply cannot manage their schools in ways that will motivate staff and learners to provide the best possible teaching and learning environment; this is partly due to a lack of training, a lack of leadership skills and/or insufficient motivation.

- **Lack of initiation and innovation:**

School management requires all stakeholders involved to demonstrate initiative and to be innovative. Head teachers are expected to be abreast with the latest developments and to be change agents in their schools. However, this is still not the case with some head teachers, specifically in special schools.

- **Economic reasons**

Stakeholders in school management should be able to travel to school regularly. Most parents, specifically those in rural communities, have no means of transport and are simply too poor to travel to school to make a significant contribution to the school management process.

- **Conflicts between PTA/SMC and the school's governing body**

Effective school management requires these bodies to share power and responsibility and to work cooperatively. Cooperation between the various bodies in which stakeholders serve often seems to be a problem in many schools; resulting in conflicting stakeholder values that negatively affect stakeholder participation.

- **Illiteracy rate and lack of mutual respect among stakeholders**

Stakeholders need to have a certain level of competency as well as certain literacy skills to be able to make positive contributions to the school management process. Some parents, specifically those in rural areas, are too illiterate to contribute in school governance.

In some schools, this has led to parent governor illiteracy and factionalism and, in other schools, to a lack of mutual respect.

Effective school management in a real democratic setup could and should improve a school's effectiveness. However, one of the reasons why it is often problematic to conceptualize the role of stakeholder participation in the school management process successfully is because of the difficulty of linking stakeholder participation in school management with concepts such as school effectiveness and school improvement.

No school can, of course, succeed if it is ineffective. Any change at school level should therefore be aimed at improving quality and/or increasing effectiveness

by altering the situation. To do this requires a fair amount of time, determination and collaboration. A school's management committee plays a vital role in this change process.

Baku and Agyeman (2012) define the purpose of a school management committee as a process to ensure participation of staff in school level decision-making with the main objective of school improvement. School management can be regarded as a key ingredient in school improvement change and school reform initiatives. Dimmock and Wildley (2000) stated that the school management committee is one of the most important democratic structures responsible for school management and is supposed to initiate school development plans on a continuous basis with the aim of making improvements so that the school can function in a more effective manner in its pursuit of quality education. School management committees, therefore, vary in terms of who is involved and how they are selected, the roles and responsibilities of committee members, degree of involvement in core school decisions, and the head teacher's role in this process. Consequently, school management committees have different goals that result in different outcomes, both within and across different school management plans (Murphy & Beck, 2011).

It must be reiterated that the move towards school management, in itself, offers no guarantee for positive school improvement. Real transformation will still depend on the nature and quality of school development plans. Schools, therefore, need to shift away from traditional, bureaucratic management practices in order to cope with the demands of a democratic, client-driven market economy.

Strategies to Enhance Stakeholders' Participation in School Management

Yeboah (2000) identified six strategies that have been linked to effective stakeholder participation and school improvement as:

- ❖ The distribution of power among the stakeholders through shared decision making.
- ❖ The professional development of stakeholders as an on-going effort.
- ❖ The effective dissemination of information between stakeholders.
- ❖ Individual and group rewards for stakeholders with a view to goal attainment.
- ❖ Capable leaders that regulate stakeholder participation.
- ❖ Clearly articulated goals for participation in school management decision making.

With these strategies in mind, the rationale for stakeholder participation in school management can now be conceptualized with the assistance of various participation models.

Erez and Arad (2010) have formulated three theoretical models for stakeholder participation. These are:

1. The human relations or pragmatic model
2. The democratic or humanistic model
3. The satisfaction model

The human relations or pragmatic model is based on the assumption that stakeholder participation in school management is a means by which schools as organizations can improve themselves through increased productivity and efficiency. From a pragmatic perspective, stakeholder participation in the school management process is pursued as a means of exchanging and using information for improved results.

The pragmatic model asserts that stakeholders in school management have extensive knowledge of their task, head teachers, working in conjunction with stakeholders from the school management team and school governing body, can therefore make better decisions based on a broader and more accurate pool of information.

Similarly, it is assumed that stakeholders who participate in school management decision making at school level will have a better understanding of how to implement decisions and will have greater motivation, thus ensuring their success. The knowledge that stakeholders acquire through participation in school management will ultimately improve the quality of instructional and curricular decisions and practice and thus lead to school improvement and better quality teaching and learning. Conversely, the humanistic model is based on the belief that stakeholders in school management have a right to participate in those school management decisions that influence their lives, and that all stakeholders have the potential to participate in a meaningful way. Furthermore, stakeholders in school management are believed to have an inherent right and perhaps an obligation to participate in school management decisions that affect their work and their school. In other words, participation in school management is justification in itself. The humanistic rationale has long been viewed as a means of improving schools through the professionalization of those stakeholders who participate in the school management process.

In turn, the satisfaction model defines an effective school as one in which all the stakeholders are at least minimally satisfied with their participation in the school management process. This model assumes, therefore, that the school's main task is to satisfy the needs of the head teacher, teachers, and members of the school governing

body, learners and the public. In short, satisfaction is the basic criterion of effectiveness.

However, this model may not be appropriate if the stakeholders have conflicting demands. In spite of the three models for stakeholder participation in school management described above, the question still remains whether or not all stakeholders want to be involved in school management in all instances and at all times. Previous research on stakeholder participation in school management (Weiss, 2011) was based on the belief, among policy makers, that school reform and school improvement could only be achieved through the professionalization of stakeholders (i.e. in line with both the humanistic and the satisfaction models described above).

It is generally believed that stakeholders, who are completely satisfied with their involvement in school management would be more effective participants in the process, and that this would translate into better decisions and more effective schools. Imber (2011) examined certain factors that may contribute to stakeholders' satisfaction and concluded that "involvement alone such as attending meetings, expressing an opinion, casting a vote and so forth does not necessarily make participation in decision-making a satisfactory experience". Furthermore, proposed that participation in school management must also give stakeholders influence, which could be achieved by implementing the decisions that result from participation in the school management process. Although today's school management teams as well as school governing bodies are typically structured in ways that provide stakeholders with ample opportunities for participation, their involvement and influence in the school management process is seen more as an intrusion of the administrative confidentiality rather than a collaboration. A more recent research from Rugh and Bossert (2012) suggests that these vary considerably in frequency and quality among

different schools. At worst, the participation in school management may be little more than a symbolic gesture in which stakeholders have little or even no opportunity to participate in the school's management processes.

The most likely scenario is one in which stakeholders are given responsibility for, and control over, less important issues, leaving the core school management decisions to the head teacher of the school. This could be interpreted as delegation of control over non-essential issues and thereby a form of co-optation and a subtle means of centralizing power within the members of the school management team and school governing body. In such instances, Malen (2009) stakeholders in school management would be led to believe that they are participants in the management of the school, when they clearly are not. Mabaso and Themane (2002) indicated that this problem, which they refer to as "fake stakeholder participation in school management", is by no means unique to developing countries such as Ghana.

Jones (2013) reports that, in the United Kingdom, school governing bodies have been given more power and influence than ever before and that these bodies are even required to be involved in making important decisions that impact on the quality of education. However, Jones also warns against the fact that in these sorts of situations, "stakeholders can easily be led to believe that they participate fully in the school management process, even if they are not" (p. 29).

In this regard, Sallis (2012) refers to New Zealand, which has one of the most advanced and developed systems of stakeholders' participation in school management and school governance. He claims that New Zealand, in fact, faces the challenge of what he refers to as "sham participation", this is because decisions are taken at the higher level of governance, and the stakeholders at school level are expected simply to endorse these decisions. In African countries, the broad participation of

stakeholders is often encouraged by national policies, but there is, however, a total lack of specifically parental participation in school governance and in the school management process.

Based on another comprehensive review of stakeholders' participation in school management, Murphy and Beck (2013), described three general models of stakeholders' participation in school management as:

Model 1: The head teachers have the ultimate authority to make decisions and the school management team and school governing body members play only an advisory role in the school management process (i.e. an autocratic model of decision making).

Model 2: The head teacher shares power, but only to a degree, with other stakeholders in the school management process.

Model 3: All the stakeholders in school management are in total control of the school management process and as such can veto any school management decision (i.e. a participative model of decision making).

This classification is based on the various ways in which power is distributed among the key stakeholders.

However other, less common models have been identified, in which stakeholders and head teachers have equal decision-making authority (Leithwood & Menzies, 2012). Even when the opportunity for stakeholder participation in school management exists, research has shown that stakeholders do not always participate equally in all facets of school decision making, nor do they seek equal participation (Conley, 2012). Stakeholder participation in the school management process is, therefore, viewed as a multi-dimensional construct, which has been described in the literature through various models.

Taylor and Bogotch (2009) suggested that stakeholders in school management typically wanted more participation in decisions related to classroom issues such as what to teach and how to teach (i.e. the core domain), and less participation in decisions such as budgeting and appointment of staff (i.e. the managerial domain), which traditionally have been within the domain of school heads. However, more recent research by Terry (2012) indicated that the participation domain has been raised; stakeholders in school management now report that they want more participation in all areas of school management decision making, including decisions traditionally within the domain of the school heads. The earlier research initiatives on stakeholder participation and stakeholder satisfaction in school-based management decision making referred to above certainly provide us with some insight into the various benefits of participation for stakeholders.

Unfortunately, however, efforts to substantiate the assumed causal link between stakeholder satisfaction with participation in school management and improved school performance (i.e. school effectiveness) have, for the most part, been unsuccessful. The reasons for the failure to link stakeholder satisfaction with improved school performance and effectiveness have been discussed extensively in the literature (Griffin, 2012; Weiss, 2011; Wohlstetter, Smyer & Mohrman, 2010). In response to this failure, much of the current research on school management has shifted away from identifying links between stakeholder satisfaction and achievement outcomes to the evaluation of school effectiveness and its relation with school management (Cheng, 2000; Cheng, 2007).

Sensitization of the Stakeholders' to Build a Strong School Community

Relationship

Schools play and serve critical functions in our societies such as transmitting the cultural values and ideals from generation to generation. Again, schools transform the community or society from its traditional state to a modern one thereby enabling the society to move abreast with the changing world. As a result of this, schools are able to undertake scientific discoveries and technological advancement to improve the social and economic life of the people. The importance of education in the social, economic, political and cultural development of the country therefore cannot be ignored. When someone is being sensitized, it clearly suggests that one must be able to understand an idea completely, and be able to demonstrate how much they feel about it so they can readily move along with it. It is in this wise that the ADP of 1951 brought about the idea of the 6years fee-free compulsory universal basic education for all children of school going age under the prerogative of the parent in collaboration with the teacher to meet the socio-economic and man power needs of the country. McWilliam and Poh (2011) stressed that the representatives of the people in the Legislative Assembly engaged in an all-inclusive debate on the programme at stake reached this consensus on 25th August, 1951. All educational plans and policies, and projects should be made known to the community in which the school is established. In addition community views should be considered when projects and programmes are being undertaken in the school. By this, all stakeholders are directly involved and will ensure that all such projects are successful. Furthermore, they suggested that people who are intended to benefit from projects and programmes, must be made to understand the implications, including their advantages and disadvantages and to work together to achieve the set aims and objectives. A school community is the area

in which a school is established. In other words, a school community could be a whole township or a village where more school is found. No matter how one may perceive the idea of school project and programme, the school serves the interest of the members or people living in the area who therefore have some influence on it, this means that the local community can have the capacity of determining the rate of development projects in the school within a specific time.

Midwinter (2011) states that a school is a microcosm of society and it is therefore the medium for transmitting the heritage of the society in which it is established in order to prepare them for the preservation of the status quo. Asiedu-Akrofi (2010) maintains that school and society's institution build to perpetuate a society's values, idea and beliefs. These two authorities comment on the idea that, there must be an existence of a cordial relationship between the school and the local community. However, each of these two entities can involve themselves in each other's activities on agreeable terms based on trust and respect.

Kindred, Begin, and Gallagher (1999) highlighted that understanding the community makes it possible to plan more intelligently and to reduce substantively abstract work and friction that would otherwise take place. They further listed the following important events and practices to be studied in a way to understand the community.

1. The geographical setting
2. The occupational grouping
3. The standard of living of the area and changes that are occurring in pattern community life
4. The customs and traditions
5. Literacy level of the community

6. The existing need and expectations of the public education
7. Situation to be avoided due to a past history or conflict
8. Those individuals and group who are either friendly or unfriendly toward public education
9. The channels through which public opinion is built in the local community

From the above analogy it is evident that no school should operate in isolation of the community it finds itself. The school should work in a more cordial and an untenable atmosphere with the local community to develop the best of the child. It is in this regard that SMCs, PTAs, and local community members should consider their role as stakeholders in managing their local schools as critical

Sustaining Stakeholders' Participation

Development should be on-going as natural resources are being exploited. As a result of this, there is the need to prepare individuals to meet this challenge. This is because the natural resources at our disposal should be judiciously used for development and improvement of the lives of mankind. It is therefore necessary that stakeholder participation in a school be sustained so that ultimate educational goals can be maintained.

Lea and Chandhr (1986) have observed among other issues that the two basic things which may sustain stakeholder participation are:

- i. Ensuring that the mass of the people (stakeholders) are involved in decision-making processes among other things and encouraged to be self-reliant and participate effectively in planning and implementation of collective decisions)
- ii. Ensuring as much local autonomy and as little disruption in traditional custom and values as possible. This is because such a process will promote

administration, decentralization and political self-government while at the same time making the community a part of the school.

Lovell (2010) contends that one of the main factors to ensure sustainability of stakeholder participation is transparency in availability and use of funds, whether from government, private institutions, levies or donor organization and NGOs. In this regard, local community participation in education paramount in ensuring the sustainability of school by itself since communities, more often than not, have to depend upon external funding to keep running effectively. Elliott (2010) has noted that, when community members are actively involved in the process of interventions through planning, implementation, evaluation and assisted to acquire skills, knowledge and values that will enable them become profitable stakeholders, they easily take over the projects and or programmes successfully because they get to know the boundaries within which they are to operate.

According to Oakley (2009), it is apparent from experience that when stakeholders are kept on the fence and not adequately involved in project planning and implementation, they get de-motivated and so do not willingly contribute to the success of such feats thus, such projects frequently fail be it disciplinary issues, academic excellence or the provision of resources and infrastructure. To maintain the sustainability of such projects he suggests total transparency, mutual tolerance and understanding of issues and events so that community via the stakeholders will continue to participate in the management of the school.

In general, stakeholder participation is seen as fundamental to developing a self-sustaining momentum of development in particular school. Besides, to make the development project sustainable, the issue of sustainability should be given due regard at the very beginning of the project and there should be pre-stated and agreed upon by

all stakeholders and if possible, a memorandum of understanding (MoU) be signed between the leaders of the various stakeholders and the school authorities.

Basic Education Development in Ghana

According to the UNESCO (2009), most countries in sub-Saharan Africa (SSA) have been slow to realize gains in universal quality basic education enrolment rates. In the 1980s and early 1990s, the SSA region saw a decline in the basic school gross enrolment rate while all other regions saw an increase. As a result, many governments in Africa initiated programs to encourage enrolment in basic education among its people. Many of these programs aimed to increase participation in basic education by doing away with school fees. In addition, many governments decentralized basic education management shifting responsibility of education decision making into the hands of local educational authorities.

Education in Ghana has gone through numerous and substantial changes since independence. The last two decades alone have seen a series of concerted efforts on the parts of the Ghanaian government and its development partners to address educational inequity and improve overall quality. While a number of policy reforms and interventions have improved access to Ghana's school-aged population, improving instructional quality and student achievement remain critical challenges. (Heyneman, 2009).

Through the Capitation Grant Scheme, Ghana embarked on a national initiative for the provision of universal basic education in 2004. This initiative sought to add value to its constitutional provision, in which free, Compulsory and Universal Basic Education (FCUBE) is mandated, and to support its educational policy known as the FCUBE, which was established as an outgrowth of this constitutional mandate. Despite the policy of fee-free tuition in basic schools as outlined by the FCUBE,

many local educational authorities continued to charge students levies to attend school as a means of raising funds to cover school-related expenses. The Capitation Grant Scheme was introduced in 2004-2005 to support financially and administratively the FCUBE policy of free, universal basic education. It removed the financial barrier to enrolling in schools while, at the same time, compensated schools for any loss of revenue incurred by eliminating student levies. The Capitation Grant Scheme sought to encourage effective implementation of decentralization by empowering schools to plan and carry out school quality improvement activities using accountability guidelines and forms. (UNESCO, 2009).

Conclusion

There is an urgent need to integrate the more recent emphasis, research and developments in school-based management with research on stakeholder participation, stakeholder values and school improvement. Effective school-based management encourages schools to become self-managing systems with improved performance and which pursue long-term school effectiveness in a changing environment.

How to conceptualize stakeholder participation in school-based management and describe how, and to what degree, stakeholder values impact on school-based management outcomes has become a major concern in current debates on educational reforms. It is clear from the discussion above that the key to a successful and effective school management is active stakeholder involvement and participation in the self-management of schools that ultimately has an influence on the decision-making process. Stakeholders in school management should therefore be encouraged and supported in their participation in the school management process in the following ways:

1. Effective partnerships need to be formed between self-managing schools and their communities to improve effective stakeholder participation. Educators should realize the importance of stakeholder involvement in education and value their ideas and contributions.
2. Teamwork among stakeholders enhances self-management in schools. In other words, team-building among stakeholders enhances self-management in schools. Team-building programmes should be provided, and
3. Stakeholders in school management need effective support and empowerment in school management to ensure that they would be able to function effectively.
4. Capacity building programmes by the DoE need to focus and address the changing needs created by school management. Appropriate training and development programmes should be provided to ensure that stakeholders are trained so that they can develop the appropriate understanding and skills they need to effectively participate in self-managing schools.

Much of the evaluative work on school management to date has focused on identifying features of successful school development plans. Although useful, this perspective fails to acknowledge or address the very important role of stakeholder participation and the impact of stakeholder values on school management outcomes.

The equivocal nature of school-based management research has repeatedly demonstrated that very similar school development plans, with virtually the same features, can have very different outcomes. Much of this is due to the level and nature of stakeholder participation as well as stakeholder values in the school management process. Stakeholder participation in school-based management, however, does not automatically lead to improved learning outcomes, but only provides opportunities to

improve learning outcomes at school level by moving beyond a policy perspective, the researcher believes that, over time, stakeholder participation and stakeholder values will be acknowledged as an integral component in the relationship between school management and better schools.



CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter takes a look at the research design that was adopted for the study, the population of the study, sample and sampling technique, as well as the instruments used for the data collection. The chapter also takes cognizance of the procedures for the data collection and the procedures for the data analysis.

Research Design

This study was carried out as a case study. Yin (1984) has stated that case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. According to him, case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships thus, researchers have used the case study research method for many years across a variety of disciplines. The major advantage of this research design lies in the fact that its methods adopt empirical inquiry skills and tools that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and multiple sources of evidence are used.


Critics of the case study research design believe that the study of a small number of cases can offer no grounds for establishing reliability or generality of findings. Also there are others like Allyn and Bacon, (2007) who feel that the intense exposure to the study of a particular case biases the findings. They have therefore dismissed case study research as useful only as an exploratory tool. However,

researchers continue to use the case study research method with success in carefully planned and crafted studies of real-life situations, issues, and problems.

Population

The population for the study was two hundred and twenty stakeholders from the school and the community. This comprised the twenty (20) teaching staff in the school, ten (10) non-teaching staff in the school, nine (9) SMC executives, nine (9) PTA executives, ten (10) CBOs from the community, five (5) DEO, five (5) District Assembly members, one (1) Assemblyman for the area and twenty (20) CRLs from the community. One hundred and thirty (130) PTA members and two (2) board members were included in the population.

Table 1: Population Distribution of Research Respondents



Respondents	No
Teachers	20
Non- Teachers	10
PTA Executives	9
SMC Executives	9
DEO	5
DA	5
CRLs	20
CBLs	10
Board Members	2
PTA Members	130
Assembly Men	1
Total	220

Sample and Sampling Technique

The purposive sampling technique was used to select a sample size of 50 respondents for the study. This sampling technique was used because Patton (2012) has noted that the purposive sampling technique enables the researcher to hand pick

the subjects on a predetermined criteria based on the extent to which the respondents could contribute to the study. As a result of this, the researcher purposefully selected the target group that was suitable to the specific needs of the study, though they were all from the groups identified in the population. Table 2 depicts the breakdown of the sample sizes.

Table 2: Sample Size Distribution of Research Respondents

Respondents	No
Teachers	10
Non- Teachers	5
PTA Executives	3
SMC Executives	3
DEO	3
DA	2
CRLs	3
CBLs	3
Board Members	2
PTA Members	15
Assembly Men	1
Total	50

Research Instruments

The researcher administered questionnaire for the collection of the needed data. The administered questionnaire had two sections labeled A and B. Section A had six (6) closed ended items that sought information about the bio data of the research respondents while Section B had thirty (30) closed ended items based on subthemes that aligned with the research questions. The questionnaire was chosen as an instrument for the data collection because Best and Kahn (2012) have recorded that a questionnaire is a data collection technique or instrument which involves the preparation and use of a series of questions (both verbal and written) to gather information on a subject from a target group. In line with this statement, Borg (2007)

asserts that a questionnaire is a data collection process where participants answer questions or respond to statements in writing and that a questionnaire is used when factual information is desired. The researcher administered the same questionnaire for the various categories of respondents.

The questionnaire was designed by the researcher with the assistance of his supervisor. The supervisor also assisted the researcher to determine the face and content validity by examining each item on the questionnaire with regards to its ability to gather the expected data.

Data Collection Procedure

The researcher administered the questionnaire personally to all the respondents at a PTA meeting held on Thursday 15th May, 2014. This was done after the researcher had explained the purpose, guidelines and directives on how to complete the questionnaire to the respondents. Respondents were given some time (two hours) to complete the questionnaire and hand them in the same day. The researcher assured the respondents of confidentiality of the information they would give and encouraged them to give fair and objective answers. The face-to-face interaction of the researcher afforded him the opportunity to clarify any ambiguity. This afforded the researcher the chance to collect all the questionnaires given out.

Data Analysis

Data collected was organized into the subthemes based on the research questions and analysed using simple percentages. The data was represented on pie charts and block graphs where applicable to give a pictorial view of the research findings.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Introduction

This chapter of the study deals with the presentation, analysis and discussion of the raw data collected through the questionnaire. The researcher has summarized the data using statistical tables, pie charts and block graphs where necessary, to determine the individual variables considered in the study.

There has been an analysis of the contribution of the stakeholders' toward teaching and learning; factors affecting stakeholders' participation in the school's activities and activities/measures taken to increase stakeholders' participation in the school. These were analyzed as the variables of the study. As recorded in chapter three, the respondents were ten (10) teaching staff, (5) non-teaching staff, (2) MMDAs, (3) PTAs executives, (3) SMCs executives, (3) Community Based Organizations (CBOs), (3) Community Based Religious Leaders (CBLs) and (3) District Education officers (DEO), (15) PTA members, (1) Assemblyman and (2) board members.

Characteristics of Head teacher, Teachers, Circuit Supervisor and Other

Education Officers

The Characteristics of the head teacher, teachers, circuit supervisor, and other education officers covering their academic levels and the number of years in Ashanti school for the Deaf or district education office. These responses are shown in the tables three (3), four (4) and five (5) below.

Table 3 shows that eighteen (18) out of the fifty (50) respondents from the school and district education office comprises teachers, non-teaching staff and officers from district education office were qualified and certified to teach at the Ashanti School for the Deaf, Jamasi. This clearly suggests that the teachers had acquired the requisite knowledge and skills needed to teach and train learners with deafness in the school.

Table 3: Academic Qualification of Respondents from the School and District

Education Office

Academic Qualification	Frequency	Percentages (%)
MA/MSC/MED/MPhil	3	17
BSC/BA/B.ED	7	38
Diploma	3	17
Cert 'A'	3	17
Others	2	11
Total	18	100

Table 4 shows the ranks of teachers from the lowest to the highest based on the GES ranking of teachers. This ranking is for everybody in the GES from the certificated teacher (Cert. 'A') to the Director General. By this ranking, all teachers above senior superintendent (Snr. Supt.) are categorized as senior officers in education. The study revealed that from the circuit supervisor to the teachers, head teachers and other education officers, the majority of respondents were at the rank of principal superintendent and above thus, they are senior officers. This indicates that most of the research respondents in the school appreciate the essence of stakeholder participation in the development of a school through and this could help promote and improve the academic performance via the provision of the general needs of the school.

Table 4: Qualification of GES Respondents by Rank

Types	Males	Female	Frequency	Percentages (%)
Deputy Director	1	1	2	11
Assist. Director 1	1	-	1	5
Assist. Director II	1	2	3	17
Principal	5	2	7	39
Superintendent	1	-	1	5
Superintendent II	-	1	1	5
Others	-	3	3	17
Total	9	9	18	100

The researcher investigated how long each teacher, head teacher, circuit supervisor and other officers had spent in the school or office. The table 5: shows the number of years that teachers, including the circuit supervisor and other officers have spent in the education service and the effects of these years and experience has had on their work as stakeholders in the school. In table 5, the responses suggested that thirty- five respondents with a majority representation of seventy percent (70%) had spent five years and more in the school or office they are occupying now. As a result of this, they were conversant with the parents and other community members. This therefore there could foster a cordial relationship between the school and the community members to ensure a favorable climate for managing the school activities effectively.

Table 5: Number of Years Respondents have Spent in the School or Office

Years	Frequency	Percentages (%)
10+	3	17
5 - 9	3	17
2- 4	10	55
1 and below	2	11
Total	18	100

The table 6 depicts the educational level of the PTA and SMC executive members who have had formal education. Out of the six respondents that fell into this category two (2) respondents with a representation of thirty-three percent (33%) had acquired tertiary education, one respondent with a seventeen percent (17%) representation had teacher training while two respondents with a representation of thirty-three percent (33%) had GCE 'O' level certificate and the last had Middle School Leaving Certificate (MSLC) in this pool had received formal education, with the majority possessing post senior secondary school certificate and degrees.

Table 6: Level of Education of PTA and SMC Executive Members

Highest Education	Frequency	Percentages (%)
Tertiary	2	33
Training College	1	17
SSSS/Tech/Voc	-	0
O' Level	2	33
JHS/MSLC	1	17
Primary	-	0
Total	6	100

Table 7 shows the occupations of the PTA executives, SMC executives and the PTA members. The analysis showed that sixteen (16) respondents with a representation of seventy-six percent (76%) were self-employed while five respondents with a representation of (24%) were public servants.

Table 7: Occupation of PTA Members, PTA Executives, SMC Executives

Occupation	Frequency	Percentages (%)
Public Servants	5	24
Self-employed	16	76
Unemployed	0	0
Total	21	100

The educational backgrounds of the SMC/PTA/ executives, CBO/CRL/PTA members has been clearly stated in Table 8. It shows that all respondents sampled for this study has completed some level of education, and can performed better at all committee she/he find him/herself, concerning discussion and decision towards school management.

Research Question 1:

How are stakeholders' in the Ashanti School for the Deaf involved in the management of the school?

Responses to items 13, 14, 15, 17, 28 and 29 of the questionnaire depicted that the Contribution of the stakeholders' in the management of the school was not very visible in terms of decision making, mutual acceptance of views, monitoring and supervision of school activities, information sharing, joint assessment and evaluation of projects among other things. From table 8 it can be deduced that stakeholders are moderately involved in the management of the Ashanti School for the Deaf, Jamasi. This confirms the assertion made by Sandoval (2001) that in the Philippines, there is a problem of parents and professionals having different expectations of special education programmes thus, the former remains a largely untapped resource of educational assistance. This is in lieu of the fact that Mathbor (2011) has noted that when there is an adequate stakeholder involvement in school management, there is an improvement in learning outcomes and management of established projects and resources.

Table 8: Stakeholders' Involvement in the Management of Ashanti School for the Deaf, Jamasi

Statement	Very High (%)	High (%)	Moderate (%)	Low (%)	Very Low (%)
Involvement of SMC in decision making.	30	20	50	0	0
Involvement of PTA executives in decision making.	0	10	90	0	0
Acceptance of suggestions from community members	20	20	60	0	0
Community's role in ensuring pupils' regularity in school	0	0	20	60	20
Stakeholders' interference in teaching and learning.	0	0	0	50	50

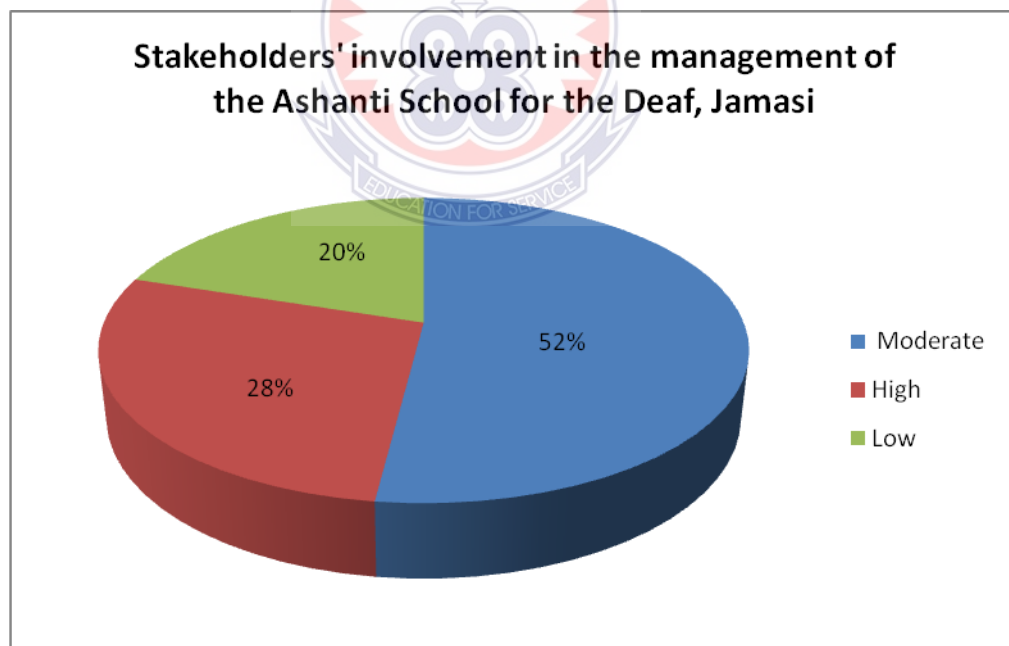


Fig.1: Stakeholders' Participation in the management of Ashanti School for the Deaf, Jamasi

Research Question 2:

How do stakeholders' in the Ashanti School for the Deaf at Jamasi, participate in the school's activities to enhance teaching and learning?

Research question two sought information on how stakeholders' in the Ashanti School for the Deaf at Jamasi, participated in the school's activities to enhance teaching and learning. Responses to items 8, 9, 10, 11, 21, 22, 25 and 26 indicated that stakeholders of the school have in their contributed to teaching and learning activities in the school. However, the figures are significantly low. From table 9, it can be deduced that stakeholder participation in the provision of infrastructure, communal labor, school visitation and interaction was low. While the provisions of supplementary teaching and learning materials was very low. Looking at these figures, the researcher is of the view that stakeholders in the Ashanti School for the Deaf are not really doing much to enhance teaching and learning in the school.

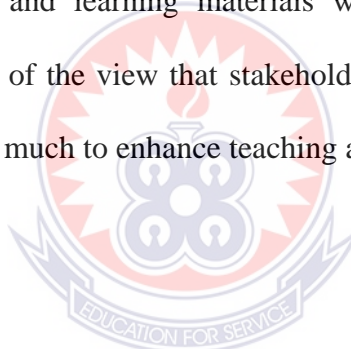


Table 9: Stakeholders' Participation in the School's Activities to Enhance Teaching and Learning

Statement	Very High (%)	High (%)	Moderate (%)	Low (%)	Very Low (%)
The participation of stakeholders' in school building.	10	20	0	70	0
Provision of adequate furniture.	0	0	30	10	60
Provision of teachers' accommodation.	0	0	30	0	70
Provision of portable water for the school.	0	30	10	0	60
Organization of communal labour in the school.	0	0	90	10	0
Provision of supplementary teaching and learning materials to the school.	0	0	0	10	90
Community-teacher relationship.	0	0	80	20	0
Monitoring of pupil's studies after school hours.	0	0	0	60	40
Community's role in ensuring pupil's regularity.	0	0	20	60	20
Regularity of stakeholders' visit to the schools.	0	0	10	50	40
Involvement in building school canteen.	0	20	70	10	0
Interference in teaching and learning.	0	0	0	50	50
Encroachment of school lands by community members.	10	0	10	20	60

The study also revealed that there were some factors in the school that demotivated most of the stakeholders from participating in the school's activities. Notable among them are weak democratic tradition, socio-economic barriers and a general misconception that education and other development matters are the

responsibility of the Government and other organizations such as NGOs and cooperate bodies. The detailed results have been presented on table 10.

Table 10: Factors that Negatively Influenced Stakeholders' Level of Participation in the School's Activities

Factors	Very High (%)	High (%)	Moderate (%)	Low (%)	Very Low (%)
Weak democratic tradition.	0	0	10	60	30
Socio-cultural barriers.	0	10	60	30	0
Language barriers.	0	0	40	10	50
Lack of exposure and experience on public affairs	0	10	30	60	0
Lack of confidence and trust due to previous negative experience.	0	0	0	70	30
Lack of awareness of the value of the stakeholders' participation.	0	20	20	60	0
Misconception that education and other development matters are responsibilities of Government and other organizations.	0	60	30	10	0
High level of poverty and illiteracy.	0	60	10	10	20

Research Question 3

What can be done to increase stakeholders' participation in the management of the Ashanti School for the Deaf at James?

To know the activities that can be performed by the stakeholders of the Ashanti School for the Deaf to increase participation, respondents were asked to state the activities they believed when performed can lead to an increased stakeholder participation in the school's activities.

Table 11: Strategies that can be used to Enhance Stakeholders' Level of Participation in the Management of the School

Strategy	Very High (%)	High (%)	Moderate (%)	Low (%)	Very Low (%)
Sharing of information	60	10	30	0	0
Consultation with community leadership	70	30	0	0	0
Joint assessment on evaluation	20	40	30	10	0
Decision-making collaborative work in implementing school projects	50	30	20	0	0
Ownership of the school	20	50	20	10	0
Sensitization of parents on the need to educate their children.	0	0	20	60	20
	0	90	10	0	0

The data collected from the teachers indicates that the participation of the community in providing school building is low. Seventy percent of the respondents confirm this, but this was not consistent with what the respondents from the community said. The school building might have been built, probably, by the government with support from the community members through communal labour and other means. With regard to accommodation, the data from the teachers confirms that community members' participation in securing accommodation for teachers was very low as can be seen in the Table 11 above. Information in the table above shows that there is a low community participation in providing adequate portable water, financial support, supplementary teaching and learning materials, monitoring their children's academic work after school hours, ensuring pupils' regularity in the school, paying regular visit to the school to find out what is happening, and in the construction of school canteen. Other areas that the community showed low levels of

support included parental attitude towards their children's education, government-teacher-community relationship, community interference with teaching and learning, and encroachment of school land the teachers also stated that there was high level of poverty among the people who lived in the school community. The study also found that, overall, the community's participation in communal labour, involvement of SMC in decision making, involvement of PTA executive members, acceptance of suggestion and community-teacher relationship, was moderately high.

In order to find out the factors that affected community participation in the school activities, the researcher asked teachers to respond by ticking from a list of factors that were applicable. It was found that weak democratic tradition, language barrier, lack of exposure and experience in public affairs, lack of awareness on the value of community participation did not affect community participation in the school's activities. However, socio-cultural barriers, high level of poverty and community attitude that education and development are the responsibilities of the government did affect community participation in the school's activities.

Lockheed et al. (1991) stated that motivation increases level of participation, and this, in the school situation, encourages stakeholders in education to be active participants in school activities. They further argued that motivation of teachers is necessary if they are to be efficient in work output. When the teacher respondents were asked about whether or not they were motivated teaching at the school, only 10% of them said they were motivated, 23.3% of them said they were somehow motivated, and 66.7% said they were not motivated. This they continued affected their morale and efficiency at work. Their assertion aligns with that of Lockheed et al (1991) the level of motivation among the teachers has a tremendous influence on their performance and would likely affect their efficiency.

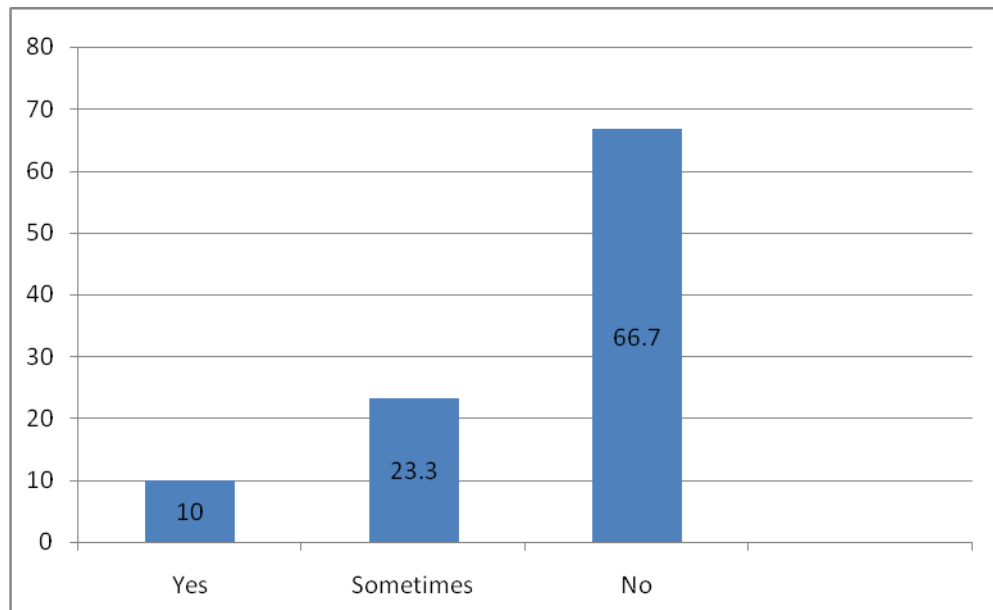


Fig 2: Teacher Motivation by the Community

Activities Performed by the Stakeholders' to Increase their Participation in the School's Activities

The data revealed that 98.3% said the community provided classrooms to increase the intake capacity of the school. Ninety percent of the respondent indicated that supply of additional education material has been improved by the community, 96.7% of the respondent mentioned the creation of awareness of the community members to educate their children, and 31.5% stated that awards were given to higher achieving students. The response from the community members indicate that they participated actively in activities that promote the well-being of the school. This is because they saw the school as one of the edifices in the community. They however, hoped that the PTA and SMC could do more for the school.

Table 12: Activities Performed by the Stakeholders' to Increase Participation

Activities	(%) Yes	(%)No
Provision of classrooms to increase the intake capacity of the school	98.3	1.7
Supply of additional Educational materials has improved	90	10
Creation of awareness of the community members to educate their children	96.7	3.3
Awards given to better achieving students	31.5	68.5

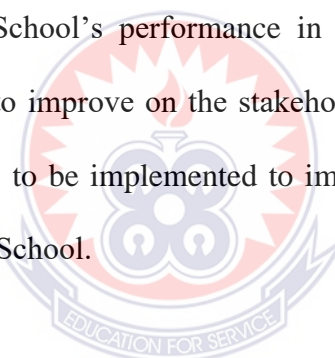


CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes the findings, conclusion and recommendations of the study. This study was guided by the research questions which translated into the objectives of the study. The research sought to: identify the level of stakeholders' participation of managing Ashanti School for the Deaf towards the improvement in teaching and learning, identify the challenges that confront the stakeholders' in their attempt to improve the School's performance in terms of teaching and learning, investigate the strategies to improve on the stakeholder's participation to the School and recommend strategies to be implemented to improve on the participation of the stakeholders' towards the School.



Summary of Findings

The government of Ghana in collaboration with the Ministry of Education (MOE) and Ghana Education Service (GES) over some time now has tried to provide quality education in basic schools. To achieve this feat, the government advocated for the establishment of PTAs SMCs and other organizations within a school to enhance community ownership and participation. At the Ashanti school for the Deaf, Jamasi, there is an evidence of the existence of a PTA and an SMC. These two bodies in addition to others such as the DA, DEO, CBOs and CBLs are considered stakeholders in the school. These bodies are in their own way attempting to raise the effectiveness

of teaching and learning at the school. This study was therefore carried out to see the level of the stakeholders' participation in the management of the school.

The study revealed among other things that most of the teachers in the school were senior officers (above the principal superintendent on the GES ranking) and therefore qualify to head the school. Also, all the PTA/SMC executives were educated and thus appreciated the value of education however, both the PTA and SMC executives together with the general PTA did not contribute much to the school in terms of infrastructure provision, provision of teaching and learning materials, communal labour etc.

Interestingly, the community in which the school is located under the influence of the Assembly member sees the need to keep the school in good shape. As a result of this, they help keep the school on track through activities such as indulging in communal labour for the school, school visits and the provision of a portable drinking water (bore hole).

On issues regarding the management of the school, the minimum PTA, SMC and the community play a very minimum role re usually informed although they are usually informed about the decisions of the school through the PTA and SMC executives and the DEOs. At other times such decisions are also communicated through general meetings, circulars/ letters/ memoires and radio announcements.

The study also revealed that weak democratic traditions by the school authorities, socio-economic barriers, lack of confidence and trust due to previous negative experiences were some of the factors that negatively influenced stakeholders' level of participation in the school's activities.

To remedy the situation, these suggestions came up: collaborative work in implementing school projects; joint decision making processes; collective decision

making; information sharing and an appreciable consultation with community leadership.

Conclusion

From the analysis of the collected data and findings, it could be concluded that there are identifiable stakeholders in the school but their participation or involvement in the management of the school is yet to gain grounds. This phenomenon is the result of weak democratic traditions by the school authorities, socio-economic barriers, lack of confidence and trust due to previous negative experiences.

In conclusion, the researcher wishes to state that the stakeholders in the school will have more zeal to support the school if they see the transparency, acceptance and accountability on the part of the school authorities.

Recommendations

In order to involve all the relevant stakeholders in managing change in Ashanti School for the Deaf, the following recommendations derived from the study have been made:

1. There is the need for all the school's authorities such as the Head teacher, teachers and other officials from Ghana Education Service to appreciate the various contributions of the community members, PTA members and SMC members towards the improvement and the progress of the school with much emphasis on teaching and learning.
2. Head teacher, school authorities and staff should collaborate with the PTA and SMC executives in consultation with the general PTA to plan, reward and award those who go the extra mile to help the school. This reward should not

only be in terms of monetary value but also in the form of acknowledgement, appreciation and commendation.

3. Also, there should be mutual respect among the teachers and other stakeholders of the community so that any initiative proposed by the teachers will be accepted by the community members and proper accounts rendered.
4. Furthermore, the community and other stakeholders should have trust in the school's authorities that any contributions made will be applied to the cause for which they were given and will not be misapplied or misappropriated.
5. During PTA and SMC meetings, educational policies should be explained to stakeholders so that they would be abreast with the current trends of education so that they can participate fully within the boundaries assigned to them by law.
6. The capitation grant for every tranche should be known to all the stakeholders. This transparency should be seen in how it is disbursed and if possible, a balance sheet of the grant must be prepared and be posted at the vantage points for the consumption of the stakeholders. The researcher believes that when this is done it will help alleviate doubts, address unasked questions and where necessary offer stakeholders the opportunity to ask questions and to willingly support financially when the need arises.
7. A platform should be created for the public to share or discuss with the SMC and PTA executives the activities, the achievements and failures of the school within a specific period of time e.g. one academic year, five years, between school anniversaries etc.

Suggestions for Further Research Studies

To a large extent, the main objective of the study was to investigate the level of stakeholders' participation in managing school activities in the Ashanti School for the Deaf, Jamasi.

The findings have, therefore, opened up the following avenues for further research:

1. The study was confined to one school, that is, the Ashanti School for the Deaf, at Jamasi. Therefore, a similar study needs to be conducted in other schools in the district, in order to assess whether the study could yield similar findings regarding stakeholders' involvement in managing school activities.
2. This study focused on the investigation of the level of stakeholders' involvement in managing School-based activities at the Ashanti School for the Deaf, Jamasi. Therefore, in the future, similar studies should be done to cover the entire Sekyere South District of the Ashanti Region
3. In addition, study must be done to investigate the level of effectiveness of PTAs and SMCs in the management of schools in the district.

Due to the changing demands and circumstances in the Ghana Education Service, it has become imperative for educational leaders, such as SMC/PTAs, teachers, and MMDAs, to ensure active participation of all the stakeholders in managing school activities.

REFERENCES

- Abadoo, P. K. (2011). *Education and selected notes for the higher rank aspirant*. Accra: City Publishers.
- Addae-Boahene, A. (2007). *Ghana aid effectiveness and the education sector: Implications for civil society*. An Alliance 2015 Report.
- Agyeman, D. K. & Baku, J.K. (2012). *A transnational view of basic education: Issues of access, quality and community participation in West and Central Africa*". Research Paper, Educational Research Network for West and Central Africa (ERNWACA).
- Anderson, M. B. (1992). *What are we waiting for education for All*. UNICEF, New York.
- Asiedu-Akrofi, B. (2010). *School organization in modern Africa*. Tema: Ghana Publishing Corporation (Printing Division).
- Aviner, S. (2007). Community participation in school management: parent's eye view (Hamburg). *International Review of Education*, 26(3), 390-393.
- Bamberger, M. (2012). *The role of community participation in development planning and project management: Report of a Workshop on Community participation held in Washington D.C September 22-25, 1985*, World Bank. Washington D.C. pp. 5.
- Berg, B. (2007). *Qualitative research methods for the social sciences (6th Ed.)*. Boston, Massachusetts: Pearson Education Inc.
- Best J, W. and Kahn, J.V. (2012) .*Research in Education*. New Delhi: Prentice Hall of India Private.
- Blasé, J., & Blasé, J. (2010). Principals' perspectives on shared governance leadership. *Journal of School Leadership*, (1): 9-39.
- Borg, W. R., & Gall, M. D. (2007). *Educational research. (5th Ed.)*. New York: Longman.

- Bradshaw, L. K, & Buckner, K. G. (2012). *Changing times, changing schools*. NASSP Bulletin.
- Brohman, J. (2013). *Popular development: Rethinking the theory and practice of development*. Cambridge: Blalk Well Publishers.
- Burkey, S. (2013). *People first: A guide to self Reliant, participatory rural development*. London and New Jersey: ZED Book Ltd.
- Burnes, B., & Kurt, L. (2004). *Approach to the Planned Change: A Re-appraisal*.
- Bush, T. & Heystek. (2003). School governance in the new South Africa. *Compare*, 33(2), 127-138.
- Cheng, Y. C. (2007). A school-based management mechanism for school effectiveness and development. *School Effectiveness and School Improvement*, (1), 35–61.
- Claude, J., & Zamor, G. (2012). *Public participation in development planning and management: cases from Africa and Asia*. Boulder and London: West View Press.
- Coates, V. & Weiss, J. (1990). *Projects appraisal, cost benefits impact assessment, risk analysis, and technological assessment*. Lowatford Close: Beech Tree Publishing.
- Cohen, M., J., March, J. P., & Olsen, J. (2010). A garbage can theory of organizational decision making. *Administrative Science Quarterly*, 17, 1–25.
- Conley, S. C., Schmidle T., & Shedd J. B. (2012). Teacher participation in the management of school systems. *Teachers College Record*, (2), 259–280.
- Cranston, N.C. (2009). Collaborative decision-making and school-based management: Challenges, rhetoric and reality. *Journal of Educational Enquiry*, (2), 1-22.

- CRDA, (2005a). *Training program on participatory project development prepared and conducted by development studies associates, April 14-25, 2005*. Addis Ababa.
- Day, C., Harris, A., & Hadfield, M. (2011). Challenging the orthodoxy of effective school leadership. *International Journal of Leadership in Education*, (1), 139-156.
- Dimmock, C., & Wildy, H. (2000). Conceptualizing curriculum management in an effective secondary school: A Western Australian case study. *The Curriculum Journal*, (3), 297–323.
- Elliott, J. A. (2010). *An Introduction to sustainable development, The Developing World*. London and New York: Routledge.
- Erez, M., & Arad, R. (2010). Participative goal-setting: Social, motivational, and cognitive factors. *Journal of Applied psychology*, 591–597.
- Gaventa, J., & Valderrama, C. (2010). *Participation, citizenship and local governance*. Workshop on strengthening participation in local Governance. IDS.
- Gay, R.L., & Diehl, P.L. (2012). *Research methods for business and management*. New York: Macmillan Publishing Company.
- Gertler, P., Patrinos, H. A., & M. Rubio-Codina, M. (Eds.). (2013). *Impact evaluation for school based Management reform*. World Bank. Dec. 2007. Retrieved on December 28, 2008, from <http://www.worldbank.org/education>.
- Ghana Education Service. (2010). *School management committee: Resource handbook*. Accra-Ghana: Ministry of Education.
- Ghana Statistical Service, (2010). *Provisional National Population and Housing Census Report*. Accra, Ghana: Ghana Publishing.

- Giles, C. (2000). Site-based planning and resource management: the role of the school development plan. *Educational Change and Development*, 15(2), 45–50.
- Griffin, G. A. (2012). Influences of shared decision making on school and classroom activity. *The Elementary School Journal*, 9:29–45.
- Gurr, D. (2010). *The leadership role of principals in selected schools of the future*. Unpublished doctoral thesis. Melbourne: University of Melbourne.
- Hart, A. W. (2012). *Elementary School Journal*, 96, 9–28.
- Heyneman, S. P. (2009). *Review of basic education quality in Ghana: progress and problems*. Washington D.C.-Final Report. USAID.
- Hungler, B.P. (1999). *Nursing research: principles and methods (6th Ed.)*. Philadelphia, Lippincott.
- Imber, M., Neidt, W. A., & Reyes, P. (2011). Factors that contributing to teacher satisfaction with participative decision-making. *Journal of Research and Development in Education*, (4), 216–225.
- Jackson, D.S. (2010). The school improvement journey: Perspectives on leadership. *School Leadership and Management*, (1), 61-78.
- Jimenez, E., & Sawada, Y. (1999). *Do community-managed schools work? An Evaluation of El*.
- Jones, J. L. (1998). Managing the induction of newly appointed governors. *Educational Research*. (3), 329–351.
- Jones, T. M. (2013). Instrumental Stakeholder Theory: A Synthesis of Ethics and Economics. *Academy of Management Review*, (2), 206-219.
- Kaabwe, E. J., Lumby, D., & Middlewood, D. (2003). *Industrial relations and professionalism in tension in Managing human resources in South African schools*. London: Commonwealth Secretariat.

- Karlsson, J. (2012). The role of democratic governing bodies in South African schools. *Comparative Education*, (3), 327–336.
- Khan, T. (2006). Teacher job satisfaction and incentives: a case study of Pakistan. In Manchester School of Management *Journal of Management Studies*, (6), 22-23.
- Leithwood, K., & Menzies, T. (2012). Forms and effects of school-based management: A review. *Educational Policy*, 12, 325–346.
- Lockheed & Associates, (1991). *Improving primary education in developing countries*, World Bank, Washington D.C.
- Long, C. (2010). *Participation of the Poor in development initiatives: Taking their right places*, London and Sterling: Earth Scan Publications Ltd.
- Loo, R. (2002). Working towards best practices in project management: a Canadian study. *International Journal of Project Management*, 20, 93-8.
- Lovell, C. H. (2010). *Breaking the Cycle of Poverty: The BRAC Strategy*. West Hartford, Connecticut: Kumarian Press, Inc.
- Mabaso, T. & Themane, J. (2012). Stakeholders' participation in school governance in South Africa. *Perspectives in Education*. (3), 111–116.
- Malen, B., Ogawa, R. T., & Kranz, J. (2009). What do we know about school-based management? A case study of the literature. *Choice and Control in American Education*. 2, 78–97.
- Mankoe, J. O. (2010). *Educational administration and management in Ghana*. Accra: Progressive Stars Printing Press.
- Manu, S. Y. (2006). *Education community ownership of schools*. The role of district assemblies, district directors of education, school management committee. a speech delivered at a conference. Kumasi 8-12 April.

- Mathbor, G. M. (2011). The importance of community participation in coastal zone management: A Bangladesh perspective. *Community Development Journal*, 2(3),22-30.
- McWilliams, H. O. A., & Kwabena-Poh. (2011). *The development of education in Ghana*. London: Longmans Green and Co. Ltd.
- Michner, V. J. (2011). The participatory approach: Contradiction and cooption in Burkina- Faso. *World Development, the Multidisciplinary International Journal Devoted to the Study and Promotion of World Development*, 26(12).
- Midwinter. (2011). *Education and community*. London: George Allen & on Unwin Ltd.
- Ministry of Education, (2010). *Preliminary education sector performance report*. Accra: MoE.
- Ministry of Education. (2008). *Draft policy guidelines on the delivery of basic education*. Accra, MoE.
- Ministry of Education. (2010). *School management committee: resource Handbook*. Accra- Ghana. Ministry of Education.
- Mncube, V. (2008). Democratization of education in South Africa: Issues of social justice and the voice of learners. *South African Journal of Education*, 77–90.
- Mulford, B., Kendall, L., Kendall, D., Bishop, P., & Hogan, D. (2010). Decision making in primary schools. *International Studies in Educational Administration*, 28(1), 57-76.
- Murphy, P. (2011). *Collaborative school management of small within big is beautiful in administrative and management of education*. Paris: UNESCO.
- Oakley, P. (2009). *Projects with people: The practice of participation in rural development* Geneva: ILO.

- OECD (Organization for Economic Co-operation and Development). (1997). *Parents as partners in Paris*: OECD, center for Educational Research and Innovation.
- Ofori, R., & Dampson, D. G. (2011). *Research methods and statistics using SPSS*. Amokom- Kumasi: Payless Publication Limited.
- Opong, M. A (20003). *Understanding and effectively educating the special needs children*. Accra: Salts & Light Publishers.
- Patton, M. Q. (2008). *Utilization-focused evaluation (4th Ed.)*. Thousand Oaks, CA: Sage.
- Patton, M. Q. (2012). *Qualitative research & evaluation methods (3rd Ed.)*. Thousand Oaks, CA: Sage.
- Pilot, D. F., & Hungler, B. P. (2000). *Nursing research: Principles and methods 5th ed*. Philadelphia: J. B. Lippincott Company.
- Romos, E., & Romos, A. (2009). *Community participation delivering services in Asia report*.
- Rotor, E. R. (1998). *Parent professional partnership in early intervention of children with developmental disabilities*. Unpublished master's thesis. University of the Philippines. Salvador's EDUCO Program.
- Rugh, A., & Bossert, H. (2012). *Involving community: participation in the delivery of education programme*. Submitted to Advancing Basic Education and Literacy Project. Washington, DC: Creative Associates International Inc.
- Sallis, M. (2012). *Decentralization of education: community financing*. Washington DC: World Bank.
- Sandoval, P. P. (2001). *Concerns of parents related to their special children's termination of schooling*. Unpublished master's thesis. University of the Philippines.

- Sarillo, L. A. (1993). *Parents' perception of their role in education and their level of participation in school a Affairs*. Unpublished master's thesis. University of the Philippines.
- Schneider, B., Bowen, D. E., Ehrhart, M. G., & Holcombe, K. M. (2000). The climate for service: Evolution of a construct. In N. M. Ashkanasy, C. Wilderom, & M. F. Peterson (Eds.), *Handbook of Organizational Culture and Climate* (pp. 21-36). Newbury Park, CA: Sage.
- Sekyere, E. A. (2013). *Teachers guide on topical issues for promotion, and professional update*. Kumasi: Cita Printing Press Ltd.
- Singayan, M.C.I. (1987). *The nature and extent of parent involvement in the education of mentally retarded children*. Unpublished master's thesis. University of the Philippines.
- Somech, A. (2002). Explicating the complexity of participative management: An investigation of multiple dimensions. *Educational Administration Quarterly*, 11.
- Somech, A. (2010). Participative decision making in schools: A mediating-moderating analytical framework for understanding school and teacher outcomes. *Educational Administration Quarterly*, 46, 174–209.
- Somech, A. & Benoliel, P. (2009). Who benefits from participative management? Faculty of Education. *Journal of Educational Administration*, 48, 285-308.
- Taylor, D.J. L. (2009). *Effective school governing bodies: The misnomer of the idea of a "balance between governance and management"*. Department of Educational Policy Studies. Stellenbosch, South Africa: University of Stellenbosch.

- The World Bank Economic Review. (3), 415-41. Retrieved on August 15, 2007, from <http://www1.worldbank.org/education/globaleducationreform/pdf/EL%20SALVADORf.pdf>.
- UNECA, (1990). *International Conference on Popular Participation in the Recovery and Development Process in Africa: African Charter for Popular Participation in Development and Transformation*, Arusha, United Republic of Tanzania, February 12-16, 1990, E/ECA/Cm.16/11. Addis Ababa.
- UNESCO. (2009). *Targeting Education Funding to the Poor: Universal Primary Education, Education Decentralization and Local Level Outcomes in Ghana*, 2008. New York University.
- UNESCO. (2013a). *Toward universal learning: What Every Child Should Learn Universal Education (Vol. 1)*. Washington, DC.
- Villanueva, A. V. (1993). *Factors affecting parents' behaviour as partners in education*. Unpublished Master's Thesis. University of the Philippines, Quezon City.
- Weiss, J. (2011). *Business ethics, A managerial, stakeholder approach*. California: Wadsworth Publishing Company.
- Yeboah, V. (1987). *Community participation in the implementation of the Junior Secondary School programme. Seminar on community participation in the implementation of the Junior Secondary programme*. Kumasi University of Science and Technology. February 23rd - 26th (Mimeo): Accra. Ministry of Education and Culture
- Thayer, C. E. (2001). *Evaluation and outcome measurement in the non-profit sector: stakeholder participation*. *Evaluation and Program Planning*, 24, 103–108.



APPENDIX A

LETTER OF INTRODUCTION



DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF EDUCATION, WINNEBA (UEW)

July 25, 2014.

.....
.....
.....
.....
.....

Dear Sir/Madam,

LETTER OF INTRODUCTION

I write to introduce to you Appiah Gideon a master's student at the Department of Special Education of the University of Education, Winneba.

He is currently working on the topic: "Stakeholders' participation in managing of Basic School : A case study of Ashanti School for the Deaf, Jamasi", for his dissertation.

I should be grateful if you could give him the needed assistance to enable him carry out his study.

Thank you for your time and cooperation.

Yours faithfully,

HEAD
DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF EDUCATION
P. O. BOX 25, WINNEBA
SAMUEL HAYFORD (PhD)
Ag. HEAD OF DEPARTMENT

APPENDIX B

RESEARCH QUESTIONNAIRE

Dear Sir/ Madam,

The aim of this study is to find out stakeholders' level of participation in the management of Ashanti School for the Deaf, Jamasi. I hereby, ask your permission to undertake and execute questionnaire in your school. All the information gathered are for the purpose of my project work. I promise that all information will be treated as confidential and private.

SECTION A

BACKGROUND OF RESPONDENTS

1. Name of school/community:
2. Sex Male Female
3. Marital Status: Married Unmarried Divorced Widow Widower
4. Age of respondent: 20- 29 30 – 39 40 – 49 50 and above
5. Educational qualification: Diploma First degree Master degree
others.....
6. Office held.....
7. How long have you been in this school: 1 – 5 6 – 10 11 – 15

SECTION B

Please choose the appropriate response to each statement below by ticking Very High

(VH) High (H) Moderate (M) Low (L) Very Low (VL). If there is a line beside the

questions, I want you to write in the answer or the information requested.

STATEMENT	VH	H	M	L	VL
8. The participation of the stakeholders' in providing school building (class room and office) for pupils and teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. stakeholder's participation in providing adequate furniture for teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The role of the stakeholders' in providing accommodation (teachers' bungalow) for teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The stakeholder's participation in providing portable water for the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Participation of community in school activities like communal labour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Involvement of SMC in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Involvement of PTA executive in decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Acceptance of suggestions from stakeholders'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Financial support given to the school by the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Supervision of teachers work by SMC and PTA executive members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Provision of supplementary teaching and learning materials to the school by the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Community-Teacher relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Monitoring of school children to study after school hours by the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The stakeholder's role in ensuring pupils regularity in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Regularity of stakeholders' visits to teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Attitude of parents towards their children's education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Government-Community-Teacher relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The stakeholders' involvement in the construction of school canteen for the school feeding program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Stakeholders' interference in teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Encroachment of school land by community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Level of these factors that negatively influence stakeholders' participation in the school					
a. Weak democratic tradition ()					
b. Socio- cultural barriers ()					
c. Language barriers()					
d. Lack of exposure and experience on public affairs ()					
e. Lack of confidence and trust due to previous negative experience ()					
f. Lack of awareness on the value of stakeholders' participation ()					
g. Community attitude that education and other development matters					

-
- are only the responsibility of the government and other organizations
- h. High level of poverty and illiteracy. ()
29. Level of these mechanisms used to enhance stakeholders' participation in the school:
- a. Sharing of information ()
- b. Consultation with community leadership ()
- c. Joint assessment and evaluation ()
- d. Decision making ()
- e. Collaborative work (taking principal responsibility for implementation of school projects) ()
- f. Ownership of the school ()
- g. Sensitization of parents on the need to educate their children ()
-



APPENDIX C

UNIVERSITY OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION
BOX 25,
WINNEBA

13TH JULY, 2014.

Dear Sir/Madam.

INFORMED CONSENT TO PARTICIPATE IN RESEARCH

I am a student at the University of Education, Winneba pursuing a Master's of Education programme in Special Education; I am to conduct research in your school as one of the requirement for the course. The focus of the research is on the stakeholders' participation in the managing Basic Schools. Questionnaires will be distributed to the stakeholders'. However, individuals may choose to participate or not and to withdraw from the study voluntarily, if they reasonably think so. All information provided will solely be used for research purpose and shall be treated with confidentiality. On your part are requested to decide voluntarily to sign below if you accept to be a participant in this research. Please do not write your name in this letter. Thank you.

.....
Research Participant