UNIVERSITY OF CAPE COAST

COMMUNITY PARTICIPATION IN BASIC EDUCATION IN THE

AKATSI DISTRICT OF THE VOLTA REGION OF GHANA

BY

LEONARD NYATSOE

A Thesis Presented to the Institute for Educational Planning and

Administration, Faculty of Education, University of Cape Coast, in Partial

Fulfillment of Requirements for the Award of Master of Philosophy Degree

in Educational Administration

2009

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# DECLARATION

## Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature ...................... Date 24/07/09 ..............

Name: Leonard Nyatsoe

## Supervisors' Declaration

We hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast

Principal Supervisor's Signature ...................... Date 09:09:09 ......

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Co-Supervisor's Signature ...................... Date 22/09/09 .....

Name: Dr R. Bosu (Mrs.)

# ABSTRACT

Researchers and educationists have stipulated that community participation in education is an invaluable tool in promoting quality education in localities across countries. This study therefore used this as a base to measure important aspects of community participation in education. The purpose of the study was to examine the state of community participation in education in the Akatsi District of the Volta Region of Ghana.

The study was a descriptive survey. In all 39 schools and their communities were covered in the study. A total of 285 respondents were selected using purposive and simple random sampling techniques. Descriptive statistics was used to analyse the data. Three sets of questionnaires were used: one for the headteachers and teachers which had a reliability coefficient of .8270, one for community members which had a reliability coefficient of .7480, and the other for the district education officers which also had a reliability coefficient of .8763.

The major finding of this study was that even though there was some awareness among the communities of their responsibilities to their schools, parents' attitude to their children's education was poor and the schools had not been taking part in community programmes. The study recommended that both schools and communities be educated more on their roles to enhance community participation and school-community relationship.

# ACKNOWLEDGEMENTS

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both during the course work and the period of my writing this thesis. To all of you, I say God richly bless you.

# DEDICATION

To my children, Elinam Cyrilla Nyatsoe and Dzidula Collins Nyatsoe.

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# CHAPTER ONE

## INTRODUCTION

### Background to the Study

The increasing awareness among Ghanaians of the need to educate children is a sign in the right direction. Education has been recognised as a means of alleviating poverty among people (Forojalla, 1993; Musaazi, 1982). The benefits that accrue to the individual and the state through education are manifold. It is in this regard that education is seen as an investment (Forojalla, 1993; Musaazi, 1982). It is not, therefore, surprising to see families putting their resources together to get their children formally educated. Many communities are not left out, in that they also put their shoulders to the wheel in providing education to their citizens. This they do through providing land, communal labour and, in some cases, money for the building of classroom blocks among others. Community participation in the management and development of education is therefore, very important. The provision of basic education is seen as a partnership between government and communities. Nowadays, this partnership is very vital in view of the many benefits that the community derives from the school and the fact that many governments have found themselves handicapped in solely providing education to their citizens.

Prior to the coming of the European merchants and missionaries with formal education, there had been a form of education going on in all communities in the country and Africa at large. In this form of education, the whole community was involved. Though this education was informal, it offered the citizens the

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knowledge, ideas, skills, indeed, the training that they needed in order to fit well into the society and meet challenges in their lives. The youth were offered training in areas like farming, fishing, hunting, wrestling, drumming, blacksmithing, and others (Antwi, 1992; McWilliam & Kwamena-Poh, 1975).

Formal education in Ghana, on the other hand, was started by the European Merchants, and, later, the missionaries. During the pre-colonial era, formal education in Ghana was dominated by these two groups. The main aim of the merchants was to train specific Ghanaian children to read and write for further employment in their trading activities. There is historical evidence that in 1529, the Portuguese had opened one such school in their castle at Elmina (Antwi, 1992; McWilliam & Kwamena-Poh, 1975; Graham, 1971). The missionaries, on the other hand, aimed at training indigenous children to read and write in order to propagate the gospel. With these two aims, education in Ghana (then Gold Coast), concentrated on trading, literacy and arithmetic (Antwi, 1992). The European castles along the coast of Ghana were institutions in which the training was carried out (Antwi, 1992; McWilliam & Kwamena-Poh, 1975,).

During the colonial era, most of the schools were built and managed by the churches. The first effort to regulate education was made in 1852 by the colonial administration under the governorship of Stephen Hill (Graham, 1971) by the passage of an ordinance 'to provide for the better education of the inhabitants of Her Majesty's forts and settlements on the Gold Coast' (McWilliam & Kwamena-Poh, 1975 p.36). Another major systematic effort aimed at regulating education, to introduce throughout the West African settlements, a

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uniform system of education, was made in 1882 (Antwi, 1992; Graham, 1971). In this regard, the Gold Coast Legislative Council passed an Ordinance (McWilliam & Kwamena-Poh, 1975) 'for the Promotion and Assistance of Education in the Gold Coast Colony' (p. 39). A General Board of Education was set up to supervise the system. There was also a school inspector, Rev. M Sunter who was to report to the Board and see that those managing the schools observed the conditions on which grants were given (Graham, 1971). The board consisted of the governor as the president, members of the Legislative Council and four other nominated members. The board, according to Antwi (1992), was charged with the responsibility for general administration of education in the Gold Coast colony (see also McWilliam & Kwamena-Poh, 1975; Graham 1971). This ordinance legally recognized the partnership between the government and the churches in the establishment of schools. However the formation of local boards, as required by the ordinance, to assist in the overall planning and administration of education never took any tangible form.

Another education ordinance was passed in 1887 following a series of amendments of the previous one (McWilliam & Kwamena-Poh, 1975; Graham, 1971). This ordinance increased the membership of the General Board of education by four additional members and limited the quorum to the president, a member of the Legislative Council and two other members (Antwi, 1992). Antwi (1992) further states that the ordinance recognized two categories of primary schools: 'government' and 'assisted'. The administration of all the assisted schools was placed under the charge of managers who had power to appoint local

managers whenever the need arose (Graham, 1971). They also appointed teachers, paid their salaries and maintained the buildings. The ordinance also led to the setting up of Central School Boards which were to have power to make rules for the inspection of schools and for teachers' certificates (Graham, 1971).

The Education Ordinance remained the principal legislation on education until 1925 when another ordinance was passed (Antwi, 1992; Graham, 1971). Under this ordinance, membership of the General Board of Education was reviewed to comprise the governor, the colonial secretary, three nominated officials, the Directors of Education, the Principal of Achimota College and four nominated African members one of whom was to be a paramount chief (Graham, 1971). The board was to make detail rules subject to the approval of the Legislative Council, for the control of education.

The actual expansion of education emanated from the governorship of Sir Gordon Guggisberg in the early parts of the 20th century (1919-1927). In what was called Sir Gordon Guggisberg's Sixteen Principles of Education, the Governor stated his plans for expansion of education from the primary to the university including vocational and technical education.

With the promulgation of a new constitution of Ghana in 1951, the first nationalist government led by Dr. Kwame Nkrumah introduced the Accelerated Development Plan of 1951 (ADP) for education, which aimed at rapid development of education in Ghana (Antwi, 1992; McWilliam & Kwamena-Poh, 1975; Graham, 1971). This plan established local authorities in various areas to see to the administration of basic schools. Each local council further established

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education committees which were charged with the activities of the council. The local councils were responsible for the provision of school buildings, furniture, exercise books, teachers' notebooks chalk, cardboards etc. and maintenance of the buildings. The plan abolished the payment of tuition fees and made central government absorb 60% of teachers' salaries while local authorities paid 40% (McWilliam & Kwamena-Poh, 1975). This portrays the kind of responsibility accorded the local communities in the management and provision of basic schools. This emphasizes the fact that community participation in formal education is not a new development; it started with the introduction of the ADP.

By 1957, a Regional Education Office was established in each of the then five regions - Western, Eastern, Trans-Volta/Togoland, Ashanti and Northern. Each region was also divided into Districts of which there were nineteen throughout the country (Ministry of Education, 1960). In December 1957, there was an approved appointment of senior officers of General Education Division in Accra as follows: one (1) Chief Education Officer, one (1) Deputy Chief Education Officer; seventeen (17) Principal Education Officers; twenty-four (24) Senior Education Officers; nineteen (19) Education Officers; five (5) Domestic Science Organisers; one (1) Development Officer; one (1) Auditor; one (1) Assistant Auditor; one (1) Accountant; six (6) Assistant Accountants; eleven (11) Senior Executive Officers (Ministry of Education, 1960).

According to Ministry of Education (1960), each of the Regional Education Offices was headed by a Principal Education Officer, whose duty was to oversee the work of Senior Education Officers, Education Officers, Domestic

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Science Organisers and Assistant Education Officers in his area – with the help of specialist Headquarters. He was responsible for education matters concerning the administration and financing of primary and middle schools within the public system. Under him, were District Education Offices each of which was headed by a Senior Education Officer or an Education Officer, who carried out the administration and inspection of the schools in the district. In addition, in each district, there were a number of Assistant Education Officers each of whom was assigned the duty of supervising a maximum of twelve (12) to fifteen (15) non-priority primary schools (primary schools wholly staffed with untrained teachers) (Ministry of Education, 1960).

In 1961, Free Compulsory Primary and Middle School Education for all Ghanaians of school-going age was introduced. This was contained in the Education Act of 1961. The act also placed the management and control of all basic schools (primary and middle) under both church managers and the District Education Officers (McWilliam & Kwamena-Poh, 1975). The Minister of Education, after consultation with the Minister of Local Government, appointed a Local Education Authority (LEA). Such a body, according to Section 7 of the Act, must: build, equip, and maintain all public primary and middle schools in its areas; establish all such schools and special schools as are, in the opinion of the minister, after consultation with the minister responsible for local government, required in its areas; advise the Minister on all matters relating to primary and middle school education in its areas and such other matters as may be referred to

it by the Minister (McWilliam & Kwamena-Poh, 1975). Various grants were given to this body for the provision of equipment and materials for the schools.

Every local authority was to work through an education committee of nine members, at least two of which (including the chairman) must be members of the authority. Other members of the authority were suitable persons with experience and interest in education nominated by the education unit. Education secretary was appointed by the Minister to head the Local Education Authorities.

These two bodies were very important since it was on them that the rate of progress in any area was to depend. For, while the central government paid teachers, the existence of schools themselves depended completely upon the vigour of the Local Authority.

In 1973/74, the Dzobo committee was appointed to review the educational system with the view to improving the quality of education in the country and to making recommendations. The Government White Paper on the Dzobo Committee culminated in the New Structure and contents of Education for Ghana, 1974. This document established the Junior Secondary Schools (J S S) and Senior Secondary Schools. Basic education was made community based and communities were to provide support for the improvement of the Junior Secondary Schools (Antwi, 1992).

Since 1987, the New Educational Reform was instituted and embarked upon by the government country-wide. The aim of the reform was to improve access to education as well as to ensure quality, efficiency and equality in the educational sector. Concerning basic education, the national policy stipulates that:

all children from the age of six should receive nine years of free tuition formal education as a matter of right. The nine years of Free Compulsory and Universal Basic Education (fCUBE) is made up of six years primary education and three years Junior Secondary Education (Government of Ghana, 1994, p. 2).

In the reform, the development of the JSS structure was to be the responsibility of the communities. Each school was supposed to be a community resource run with public funds but actively supported materially and socially by the communities. As Antwi (1992) put it, the government hoped to change the character of schooling in Ghana and make it relevant to Ghanaian community life through community participation. This has been echoed by Baku and Agyeman (2002). According to them, such a community involvement included partnership between the government and the local bodies in the community, based on specific functions that can be performed at appropriate stages, rather than shifting the responsibility to the government onto the communities. They emphasize that the reform was intended to ensure total participation of teachers, parents and the community for them to bring to bare their experiences and responsibilities to develop programmes aimed at enhancing the learning of children. Apart from such a partnership, they posit, it was realised that parental financial contributions, labour towards infrastructure, and visits to school can make parents play better supervisory role in the provision of school infrastructure and teaching and learning in schools.

The management of education at the district level became more important after the introduction of the reform when it was realised that the machinery for educational delivery was top heavy and weak at the bottom. So, when the Ghana Education Council was re-established by G E S Act 506 of August 1995, it was empowered in subsection (1) to appoint in every district, a District Education Oversight Committee, which will be the highest decision-making body on education in the districts. This was a way of decentralizing education more effectively.

Other structures put in place at the district level to facilitate the process of decentralization of educational management are: District Education Planning Team (DEPT) and the District Committee on Education. The primary focus of the decentralization process was to promote the development of schools in the communities. The programme was to move the management of schools to the local level and strengthen community participation in educational delivery. Moving decision-making authority to the building level affords parents, teachers and students the opportunity to have an active voice in decisions made at the school level. It is a way of creating ownership for those responsible for carrying out decisions by involving them directly in the decision-making process and by trusting their abilities and judgments. In effect, school community-based structures such as the Parent Teacher Associations (PTAs), Community Teacher Associations (CTAs), School Management Committees (SMCs) and the School Board of Governors were set up. These structures are to generate community

mobilization and participation in the management and development of schools at the local level.

School Performance Appraisal Meetings (SPAM) are organized at the district, community and school levels so as to get all stakeholders of education at the local level involved in decision-making regarding the improvement of education in schools. District Authorities, parents, community members, teachers, chiefs and students are to be on board in searching for solutions to problems affecting education in the community. Mensah (2001) explains that the communities' roles include: participation in school management; ensuring that pupils are in school; and supply of books.

In a study on community participation in the Junior Secondary School Implementation Programme in the Sekyere District of Ashanti Region of Ghana, Odurose-Kwarteng (1991) found out that it was difficult to raise funds from the local communities to support the programme. This he attributed to harsh economic atmosphere in the communities. He also found that the people were not willing to attend communal labour. In a similar separate studies conducted by Ameyaw (2003) and Buah-Bassuah (2004) in Kwahu South and Twifo-Praso districts respectively, they found out, however, that the communities played a lot of roles in ensuring quality education in their areas. People willingly attend communal labour and there was a good rapport between the schools and the communities.

In the Akatsi District of Ghana, however, there are schools that perform very poorly; there are communities in which good classroom blocks are non-

existent, classroom furniture and other teaching and learning materials are not available. These suggest that the communities might not be doing enough to develop the schools. The extent to which the communities in the Akatsi District participate in the development and management of basic education is of a great importance to this researcher.

## Statement of the Problem

Policymakers, educators and others involved in education are seeking ways to utilize the limited resources effectively and efficiently in order to identify and solve problems in the education sector and provide quality education for children. Their efforts have contributed to reaslisng the significance and benefits of community participation in education, and have recognised community participation as one of the strategies to improve educational access and quality.

This is not to say that community participation is something new in education delivery, however. In fact, not all communities have played a passive role in children's education. For instance, Williams (1994) stresses that until the middle of the last century, responsibility for educating children rested with the community (see also Antwi, 1992; McWilliam & Kwamena-Poh, 1975). Although there still are places where communities organize themselves to operate schools for their children, today, community participation in education has not been fully recognised nor extended systematically to a wider practice (Uemura, 1999).

The aim of decentralizing education in Ghana is to enhance community participation in educational development and management. It is a way of making

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the people in the communities develop a sense of ownership of schools and take responsibility for the improvement of education delivery in their localities.

Community participation in educational management and development is encouraged in all districts in Ghana and for that matter, Akatsi District is no exception. And yet, there were schools with very low enrolment. Twenty-three out of the forty-five Junior Secondary Schools in the district had less than hundred pupils each, with some having as low as twenty-one. The district's overall performance in the BECE was another concern. From 2002 to 2007, the district had not got even a 60% over all pass. In 2002, the percentage pass was 46.2%; in 2003, it was 50.6%; in 2004, it was 57.1%; in 2005, it was 53.8%; in 2006 the performance was 50.5%; and in 2007, it was 47.7%. This means that a lot of pupils could not continue their education beyond the JSS level.

· However, since the introduction of the 1987 educational reform in Ghana, no study had been conducted in the Akatsi District to see the state of community participation in education in the district. The study was, therefore, aimed at investigating the state of community participation in the Akatsi District.

## Purpose of the Study

The purpose of this study was to find out the extent to which communities participated in the development and management of basic education in the Akatsi District. The study was specifically aimed at examining the contributions and views of parents, the local communities and other stakeholders in the areas of management and provision of basic education. It sought to identify areas where

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community participation in basic education had chopped some successes and those that needed to be improved.

## Research Questions

The study sought to examine the following questions so as to find out the extent to which the communities participated in the development and management of basic education in Akatsi District.

(1) Which roles do communities play in the development of the schools?

(2) What is the relationship between the schools and the communities?

(3) What are the challenges to community participation in education in the district?

(4) In what ways can community participation in basic education be improved in the district?

## Significance of the Study

The study was envisaged to be of significance in looking at the level of community participation in basic education in the Akatsi District. It could help Akatsi District Directorate of Education to know the perception of the community members about participation in basic education. Also, it could inform the educational administrators in the district about the possible areas where community participation in education could be improved upon. It could add to the body of knowledge on the importance of community participation in the management and development of basic schools in the district.

## Delimitation of the Study

The scope of this study was limited to community participation in basic education in the Akatsi District of Ghana. The study was confined to some selected public Junior Secondary Schools in the district. Although the issue of community participation covers both primary and JSS and a lot of areas, this study limited itself to participation in providing school services such as communal labour, provision of construction materials, involvement in school governance etc at the junior secondary level.

## Limitations of the Study

The study was limited to only Junior Secondary Schools in the Akatsi District due to time constraints. This implies that the conclusions and generalizations might not apply to regional or national contexts although similar conclusions may be arrived at from further studies. Thus, the results and conclusions were applicable only to Junior Secondary Schools in the Akatsi District.

Furthermore, the study was initially aimed at covering forty (40) Junior Secondary Schools and their communities but due to lack of cooperation from the head of one of the schools, the researcher covered thirty-nine schools. Hence, the data producing sample had reduced from 292 to 285.

Also, the researcher's translation of the items on the questionnaire for the few illiterate respondents into the local language could affect the objectivity and validity of the responses provided by those respondents since the researcher might not be accurate in the translation and his possible personal bias could also influence the way the translation was done.

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## Organisation of the Study

The study is organised into five chapters. Chapter One, which is the introductory chapter. deals with the background to the study, statement of the problem and the purpose of the study. It also covers the research questions, significance of the study. delimitations. limitations as well as the organization of the study. Chapter Two covers the methods used in the review of relevant literature whereas Chapter Three deals with the methods and techniques used. It covers the research design. population. sample and sample selection, data collection instrument. data collection procedure, and data analysis plan.

Chapter Four of the study is devoted to presentation. analysis and discussion of the field data. The final chapter. Chapter Five, covers the overview of the study, summary of the major findings, conclusions, recommendations and areas for further study.

# CHAPTER TWO

## REVIEW OF LITERATURE

This chapter deals with a review of the relevant literature. Works of authors that were considered very useful were reviewed. The review is grouped as follows: the concept of community; school-community relationship; community participation in education; community participation in education as practiced in Ghana; the significance of community participation in education; challenges to community participation in education; and how to achieve successful community participation.

### The Concept of Community

Hornby (2006) in the Oxford Advanced Learners' Dictionary of Current English defines the community as a people living in one place, district or country, considered as a whole. He goes ahead to define the community as a group of people of the same religion, race, occupation, etc. Musaazi (1982) also posits that the community can be a group of people living in the same place, with common values and history, bound together by multiple economic, social, religious and kinship ties. These two definitions presuppose people living in an area who have a common life, common practices and sentiments (Asiedu-Akrofi, 1978). Clark (1996) sees the community as a social system. He defines a social system as a human collective whose members fulfill a diversity of roles within a recognizable sustainable whole. He posits that social systems form an interlocking network of human collectives, which impact on and influence one another.

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According to Uemura (1999), communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class and race. As Shaeffer (1992) argues, some communities are homogeneous while others are heterogeneous; and some united while others conflictive. Some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government, and some are governed by leaders imposed from above and represent central authorities.

Zenter (1967) points out some aspects of communities. First, community is a group structure, whether formally or informally organised, in which members play roles, which are integrated around goals associated with the problems from collective occupation and utilization of habitational space. Lastly, the community has a degree of local autonomy and responsibility.

Bray (1996) presents three different types of communities, applied in his study on community financing of education. The first one is geographic community, which is defined according to its members' place of residence, such as a village or district. The second type is ethnic, racial, and religious community, in which membership is based on ethnic, racial, or religious identification, and commonly cuts across membership based on geographic location. The third one is a community based on shared family or educational concerns, which include parents, associations and similar bodies that are based on families' shared concern.

Atta. Agyenim-Boateng and Baafi-Frimpong (2000), describing the school community. assert that the school community can be social as well as geographical. Socially, it includes the occupations of the people, their historical past, interaction with one another, service institutions, and governance among others. Geographically, it comprises where the school draws its students. It may be a town, village, district, region, a country or even a continent.

One can deduce from the above definitions that a school community is simply where the students are coming from to attend the school not necessarily only where the school is situated. However, when one considers Ghanaian basic schools, one realises that most of the schools, except those in urban areas, draw their students mainly from the town or village and other nearby areas. These areas are held together by some kind of socio-cultural ties.

As pointed out by Oxley (1997), members of school communities are bound by personal ties. They care about one another because they share experiences and knowledge of each other in common as well as perform practical functions for one another. In this way, she claims, communities cultivate a strong sense of identity and belonging, and consequently, a meaningful context in which to pursue education.

## School-Community Relationship

Community participation in education cannot be successful without a good relationship between the schools and the communities. According to Asiedu-Akrofi (1978), the school must be familiar with group structures in the school community as some of the groups are opinion leaders and represent power

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structures in the community. He posits that the school must work in co-operation with them and also through them for influencing people in the school community. He pointed out that the head and his staff need ideas about the community 'so that the principles of the school-community relationship may be based upon the reality of the situation in which they operate' (p. 44). That is the head and the staff must know the community (Cunningham & Cordeiro, 2000).

Asiedu-Akrofi (1978) cited Jones and Stout as classifying school-community relationship into the closed system, interpretative system, and the co-operative system. The school is regarded as a closed system when both the school and the community function independently from each other and none interferes with the operations of the other. The school officials run the school and the community members just look on. The school has a different perception of the community and vice versa.

Under the interpretative system of relationship as put by Asiedu-Akrofi, the school communicates with the community on school activities, programmes, needs and aspirations but it does not seek to know about the community that it serves. The people in the community have come to revere the staff and students that they do not even question some practices that affect them. The school is regarded as infallible. The school, however, takes advantage of this ignorance and does not make efforts to change theses attitudes of the people of the community. The community is left to interpret any information from the school in any way it wants.

In co-operative system of relationship, as pointed by Asiedu-Akrofi (1978), the community is constantly involved in the affairs of the school. There is a flow of information between the school and the community "in a distortion-free atmosphere" (p. 45). Members of the community identify themselves with the school and want to be influenced by it. Asiedu-Akrofi calls on all African governments, teaches and interested parties to establish this kind of relationship for the school to take its proper place in the community.

He further posits that the school should relate properly to the community. This, he says, will help parents get informed about changes in school programmes and advise their children intelligently. As pointed out by Cunningham and Cordeiro (2000), for a good relationship to be achieved between the school and the community, the school must regard the community as a partner and agree to work with it to accomplish a common purpose that is mutually beneficial (see also Schleicher, 1986). To them, this partnership involves sharing and membership and that all voices will be heard and there is reciprocity of some sort. In the words of Asiedu-Akrofi (1978), if the school relates to the community properly, the negative notions people have about teaching will change as facts about modern methods of teaching and learning will best be communicated to the public. He also stated that changes that go on in the school will best be interpreted and communicated if there is a good relationship between the school and the community. Furthermore Asiedu-Akrofi pointed out that the school should relate properly to the community to ensure financial support for the school and proper child development.

A good school-community relation as stated by Asiedu-Akrofi, reinforces people's beliefs about education. According to him, quality instructional programmes should be provided in order to win public confidence in education for, when community members are impressed by instruction programmes, they are motivated to support and champion the cause of education. He also calls for open communication channels between the school and the community to avoid misunderstanding of work of the school. There is, according to Cunningham and Cordeiro (2000), the need to emphasise a two-way communication and joint problem solving between the community and the school. This will help the school to receive feed-back about its programmes and activities form the community. As pointed out by Asiedu-Akrofi, the school that lives in isolation cannot get this from the community. He stipulates, among others that: good public relations should encourage school children to share fully in the community life of the people; all members of staff should support the community relations programme; a good school-community relationship should stress the aims and aspirations of the school; and all forms of personal pride, business and patronage should be avoided as much as possible.

It is an accepted fact, therefore, that the school is a microcosm within a macrocosm - the community. It is therefore, supposed to perpetuate the societal values norms, ideas and beliefs of the community (Agyeman, 1986; Asiedu-Akrofi, 1978; Midwinter, 1975). This is the kind of relationship that should exist between the school and the community. The community must see itself replicated in a way in the school. According to Musaazi (1982), the relationship that exists

between the school and community involves a careful understanding of the influence that each has on the other. This implies that the school does not only perpetuate the culture of the community, but also serves as an agent of change in the community. Musaazi (1982) again, stresses that the school is intended to promote social change in the locality around it. The school, thus, should have programmes that will aim at modifying cultural practices that do not accurately fit in the modern world. Thus, for a mutual social interaction, the school must sufficiently be flexible to readapt its programmes continually in the light of changing needs of the pupils and the community.

## Participation

The term "participation" can be interpreted in various ways, depending on the context. Afful-Broni (2004) sees participation as

> the act of sharing in the activities of a group. It is a condition of sharing in common with others as fellows or partners. It is an individual or a group involvement in a process which may not have originally been their own (p. 182).

He quotes Bage as defining participation as one or two processes in which an individual or a group takes part in specific decision-making and action and over which he exercise specific controls. Thus, participation is seen as a process and the one who participates in this process exercises some control over the decisions in which he partakes.

Shaeffer (1994) clarifies different degrees or levels of participation, and provides seven possible definitions of the term, including: involvement through

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

Shaeffer (1994) stresses that the first four definitions use the word "involvement" and connote largely passive collaboration, whereas the last three items use the work "participation" instead, implying a much more active role. In the first four stages of participation, community members are largely disconnected from the school decision-making. At higher levels, however, community members assume leadership roles and influence the choices made by school administrators. As they increase the quantity and quality of their participation, communities move from a relatively passive to a more proactive state (see also Paul, 1987). For this work the two groups of the definition are considered relevant because both can lead to the development of the school in one way or the other.

Shaeffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the educational sector, including: collecting and analyzing information;

defining priorities and setting goals; assessing available resources; deciding on and planning programmes; designing strategies to implement these programmes and dividing responsibilities among participants; managing programmes; monitoring progress of the programmes; and evaluating results and impacts.

## Community Participation in Education

Within the field of development community participation is advocated as a means of promoting local ownership of projects by challenging the communities to define their own problems, create their own solutions and initiate change through their own involvement (Beyene et al., 2005). Education takes place not only in schools but also within families, communities, and society. Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100% responsibility for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing, and education of their children. Talking about the need to involve communities in education in America, Dyskstra and Fege (cited in Tozer, Violas and Senese, 2002), state that the public must be a full partner to the dreams and visions educational policy makers have for education since schools are institutions that can prepare children to contribute to the betterment of the society in which they operate by equipping them with skills important in society. According to Uemura (1999), schools cannot and should not operate as separate entities within society.

Uemura is of the view that since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents, and communities (Uemura, 1999).

Many research studies have identified various ways of community participation in education, providing specific channels through which communities can be involved in children's education.

Colletta and Perkins (1995) illustrate various forms of community participation: research and data collection; dialogue with policymakers; school management; curriculum design; development of learning materials; and school construction. Beyene, Gaumnitz, Goike and Robbins (2005), on the other hand, categorise the contributions that the communities offer as time, labour, physical resources, and money.

Heneveld and Craig (1996) recognise parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that are relevant to the region: (1) children come to school prepared to learn; (2) the community provides financial and material support to the school; (3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction.

Williams (1994) argues that there are three models of Education and Community. The first one is traditional community-based education, in which communities provide new generations of young people with the education necessary for transmitting local norms and economic skills. In this model, education is deeply embedded in local social relations, and school and community are closely linked. The government, being of little use in meeting the specialized training needs of industrialized economics, plays a minor role, providing little basis for political integration at the national level. The second model is government-provided education, in which governments have assumed responsibility for providing and regulating education. The content of education has been largely standardized within and across countries, and governments have diminished the role of the community. However, lack of resources and management incapability has proven that governments cannot provide the community with adequate educational delivery, fully-equipped school buildings, and a full range of grades, teachers and instructional materials. This triggers the emergence of the collaborative model, in which community plays a supportive role in government provision of education.

To Beyene et al. (2005), the type of community participation that is encouraged is dependent on the intended results. According to them, the general expectations for community participation models include a greater dedication to staying in schools and completing higher grade levels, improved learning, greater accountability of schools to local community members, and reduced costs. To them, other interventions might be aimed at improving more conveniently located

schools, adopting more appropriate schedules, promoting changes in attitudes regarding the value of education, stimulating better communication between schools and families, achieving higher rates of learning and promoting public health. In short, in their view, community participation, at a minimum level, can ensure that material inputs for quality education are in place, children and teachers attend school and children have time to do homework.

Beyene et al. (2005) referred to a USAID commissioned study that concluded that there were three main models to community participation in education: Accountability Model, the Partnership model, and the Demand Model. The first model, according to them, is intended at mobilising communities around a particular problem area needing improvement in schools. For instance communities may choose to focus on making local school officials and teachers accountable for their level of performance.

In the second model, parents make up for the limitations of local government in the regulation and day-to-day functioning of schools. They become primarily involved in decisions about school locations and daily schedules so that they feel more comfortable sending their children to school. This model is considered a good option for remote communities in which literacy is low and community participation is weak. This is the model one could advocate as appropriate for the Ghanaian context.

The third model presents education as a transportable commodity that takes different forms and has different objectives based on the desires of a particular community. In this, the government serves as a facilitator presenting various

educational options for a particular community, such as varying lengths, class sizes, curricula, and the community chooses the educational style that best suits their needs. In general, the community forms a representative committee that elicits the concerns of various groups. The committee decides the long-term goals for education and selects the option that the community can support.

Another model referred to by Beyene et al. was Inter-Agency Network on Education in Emergencies (INEE) models, which categorized community participation into two: participation itself and resource mobilization by the community. Participation looks at the activities to be carried out and the goals to achieve, while resource mobilization considers the community resources needed to carry out the activities towards the achievement of the set goals.

Epstein (1995) also seeks ways that will help children succeed in school and later life, and focuses on partnerships of schools, families, and communities that attempt to: (a) improve school programmes and school climate; (b) provide family services and support; (c) increase parents' skills and leadership; (d) connect families with others in the school and in the community; and (e) help teachers with their work. She summarises various types of involvement to explain how schools, families, and communities can work productively together: (i) parenting -- to help all families to establish home environments that support children's learning at schools; (2) communication – to design effective forms of school-to-home and home-to-school communication that enable parents to learn about school programmes and their children's progress in schools as well as teachers to learn about how children do at home (3) volunteering – to recruit and

organize parents' help and support; (4) learning at home – to provide information and ideas to families about how to help students at home with home-work and other curriculum-related activities, decisions, and planning (5) decision-making – to involve families in school decisions, to have parent leaders and representatives in school meetings; and (6) collaborating with the community – to identify and integrate resources as well as services from the community in order to strengthen school programmes, family practices, and student learning.

## Community Participation in Education as Practiced in Ghana

One of the principal objectives of the 1987 educational reform in Ghana is to make basic education community-based. This policy objective therefore grants the communities ownership of the schools. Educational provision is thus a partnership between the government and the school. According to Baku and Agyeman (2002), the roles of these two partners were explained in official policy documents as: government provides curriculum materials, equipment, teachers, supervision and management; community participates in school management, provides infrastructure, ensures pupils' presence in school, patronises a normal fee. This fee-paying aspect, however, has been recently (2006) removed by the government. Nonetheless, parents still perform their responsibilities by buying books and other stationery for their wards. As pointed out by Baku and Agyeman, the government anticipated, through this policy, that the communities would be constructing their own school buildings to provide for the opening of Junior Secondary Schools in order that pupils would not travel beyond a distance of three kilometers between home and school. Baku and Agyeman further state that

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the policy stimulates that communities where school buildings already exist should build workshops for the various practical works.

Antwi (1992) (see also McWilliam & Kwamena-Poh, 1975; Graham, 1971) explains how community participation in education was initiated by Kwame Nkrumah and his governance under the Accelerated Development Plan (ADP). After conceiving the plan the government announced it to the public and sought their views. The proposals were laid before the Legislative Assembly for discussion and approval, after which it became operational.

Antwi describes how the government delegated the implementation of some aspects of the plan to local authorities and the communities to relieve the government of some of the cost. One can say that the ADP was a model participatory programme. It aimed at accelerating the educational process for national development. In effect, a compulsory free tuition basic education (primary and middle) for all children of school-going age was introduced. McWilliam & Kwamena-Poh (1975) note that under the ADP, the local authorities were responsible for the provision of school buildings, furniture, playgrounds, and gardens with the help of the local communities. The local authorities were also to pay 40% of teachers' salaries while the central government absorbed 60%. Parents were supposed to pay for textbooks and stationery.

As a matter of fact, the communities were not just expected to implement the physical projects as stated above. For instance, although it was original plan that the churches would not be allowed to operate any school it was changed that

new mission schools would be allowed. The interesting debate on the plan by the representatives in the Legislative Assembly in 1951 did not only show participation in decision-making by the people, but also their concern for a programme that would affect them. The plan and the debate on it "showed the pre-eminent importance the country attached to education" (McWilliam & Kwamena-Poh, 1975, p. 84).

According to the World Bank (1997), community participation in basic education derived from the World Bank activity was further researched into jointly by UK and Ghana governments under the Schooling Improvement Fund (SIF) project. SIF initially examined the community participation in Ghana to improve the quality of education and increase access. SIF is a mechanism for financing small-scale initiatives to encourage community-based demand-driven initiatives that represent a potential for improving the quality of teaching and learning. It also fosters a sense of community ownership of schools and, for that matter, whips up community interest and active participation in the education process. The community's involvement, in the SIF project, took the form of provision of labour for putting up their school project. The communities involved in the SIF project saw it as a compulsion in providing labour for the school structures. Also, lack of political power, influence, key skills in school management and top-bottom decision-making were seen as hindrances to the community ownership of schools.

The government of Ghana, over the years has tried to make the concept of community ownership of schools more meaningful and practical. Manu (1997)

explains that the Ministry of Education, since 1994, has decided to stop the situation whereby the management and supervision of schools was the sole responsibility of GES. It therefore declared to transfer the ownership of public schools from MOE/GES to the communities in which the schools are established.

As a way of strengthening the community ownership of schools, the government instituted the District Education Oversight Committees (DEOC) and the School Management Committee (SMC) (Manu, 1997; Republic of Ghana, 2002). There are also structures such as the District Education Planning Team (DEPT) and the District Committee on Education which work hand in hand with the District Education Offices and the community based structures like the PTA, SMC, and Community Teacher Associations (CTA) to ensure quality educational delivery in schools. Manu states the functions of the DEOC as follows: the provision and maintenance of school blocks and other infrastructural requirements; the provision of teachers, monitoring regular and punctual attendance of both teachers and pupils at school; monitoring proper performance of duties by staff and pupils; and matters relating to general discipline; dealing with complains relating to or from non-teaching staff and pupils; overseeing the environmental sanitation and other facilities; and supplying textbooks and other teacher and learning materials to schools.

He further contends that in addition to the above, the community involvement in education in Ghana is also demonstrated at the school level in certain recognised bodies that are involved in school management. These include the PTA, the CTA and the SMC. The SMC is one of such bodies, which are found

in basic schools. It controls the general policy of the school. It shall not, however, usurp the authority and responsibilities of the headteacher. It is to submit to the Director-General of Education, through the District Director, such information, returns and accounts as the Director General of GES may require. The SMCs, according to Manu, are to see to it that the premises of schools are neatly kept and the structures are in a good state of repair. Also, the committee is to notify the appropriate authorities and town or village development committees, about the state of the premises of the school.

In addition to the above structures, there are participatory interventions put in place to enhance community awareness and mobilization for ensuring quality basic education. These include: Participatory Learning and Action (PLA), School Performance Appraisal Meetings, Performance Monitoring Test (PMT), Community Performance Improvement Plan (CPIP), School Performance Improvement Plan (SPIP), Information, Education and Communication and Quality Improvement in Primary Schools (QUIPS). Other external bodies like the NGOs are also involved in the provision of school infrastructure in the districts.

### The Significance of Community Participation in Education

The goal of any kind of activity that attempts to involve community and families in education is to improve the educational delivery so that more children learn better and are well prepared for the changing world. There are various reasons to support the idea that community participation contributes to achieving this goal. Vollmer (cited in Afful-Broni, 2004) stipulates that when a group comes together to work in school administration, there is a feeling of optimism,

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understanding, and oneness of purpose. According to Vollmer, the more people are involved in making a decision, the more likely that decision will be implemented. Also, people working together as partners tend to learn from each other's unique experiences.

According to Cook (1975), citizen participation can legitimize a programme, its plans, actions, and leadership. In the view of Cook, to legitimize can often mean the difference between success and failure of community efforts as unsupported leaders often become discouraged and drop activities that are potentially beneficial to community residents. As he put it, voluntary participation can also reduce the cost for personnel needed to carry out many of the duties associated with community action. Without this support, scores of worthwhile projects would never be achieved in many communities.

Heberlein (1976) also holds this view. He asserts that public involvement results in better decisions. He argues that community decisions that involve citizens are more likely to be acceptable to the local people. It is an acceptable fact that better community decisions, by definition, should be beneficial to the average citizen. This is because, in the words of Heberlein, limited beneficiary participation in project design, planning, implementation, and monitoring has resulted in some facilities not being used optimally.

Extensive literature research has resulted in identifying the following rationales that explain the importance of community participation in education.

Maximising Limited Resources

Most governments all over the world have been committed to delivering education for their children. Particularly after the World Conference on Education for All, assembled in Jomiten, Thailand in 1990, an increasing number of countries have attempted to reach the goal of providing education for all (Uemura, 1999). According to Uemura, governments have, however, found themselves incompetent to do so because of lack of resources and capacities. Learning materials as well as human resources are limited everywhere, particularly in developing countries. The focus has shifted to finding efficient and effective ways to utilizing existing limited resources.

Although some communities have historically been involved in their children's education (Antwi, 1992; McWilliam & Kwamena-Poh, 1975), it hasn't been fully recognised that communities themselves have resources to contribute to education, and they can be resources by providing local knowledge for their children (Uemura, 1999). According to Uemura, involving parents, families, and communities in the process of research and data collection can reveal to them factors that contribute to lower enrolment and attendance, and poor academic performance in their schools. Furthermore, parents are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery. Uemura again, opines that in places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive at classrooms on time and perform effectively in the classrooms. He stresses that

parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming the core agent of the education delivery.

In Madagascar, where Government investments at the primary level have been extremely low, parents and communities contribute money, labour and materials (World Bank, cited in Uemura, 1999). The absence of government support leaves the school infrastructure, equipment, and pupils' supplies to the parents and the community. As a result, community and parents are in the centre "in keeping the schools going (World Bank, cited in Uemura, 1999 p. 4)".

**Identifying and Addressing Problems**

Communities can help identify and address factors that contribute to educational problems, such as low participation and poor academic performance. This is well illustrated, according to Uemura (1999), in the case of the Gambia, in which the techniques of Participatory Rural Appraisal (PRA) were adapted to education. The work was carried out in order to understand why girls do not attend schools, to mobilize communities around these problems, and to assist them in organizing their own solutions (World Bank, cited in Uemura, 1999). In Ghana too, there is what is called School Performance Appraisal Meeting (SPAM) through which the community and school are brought together to deliberate on students' performance and seek inputs from the community as to how the students' performance could be improved.

**Creating and Nourishing Community-School Partnership**

Carino and Valismo (1994) identified various ways to bring the school and the community together. These include: (a) minimising discontinuities between schools and communities, between schools and families; (b) minimising conflicts between schools and communities; (c) making easy transition of pupils going from home to school; (d) preparing pupils to engage in learning activities; and (e) minimising cultural shock of new entrants to schooling.

Uemura (1999) further posits that communities can contribute to schools by sending respected community members, such as religious leaders or tribe heads, to the classrooms to talk about community history, traditions, customs, and culture, which have been historically celebrated in the community. According to him, schools themselves can contribute to community efforts by developing sustainable solution to local problems.

**Realising Democracy**

Uemura (1999) states that where schools are perceived as authoritarian institutions, parents and community members do not feel welcomed to participate in their children's education. They are not capable of taking any responsibility in school issues and tend to feel that education is something that should be taken care of by educational professionals at schools. Many people, especially minority groups in many developing countries, according to Uemura, develop this kind of negative attitude towards schools because they are not treated by teachers with respect. For instance, those who do not speak the country's official language and embrace other than mainstream traditions and culture feel discouraged in

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classrooms where teachers don't show respect to their linguistic and cultural diversity. In the history, there was a time when children were prohibited form speaking their first language in schools and they got severe punishment when they broke the rule imposed by the school (Uemura, 1999; Andoh-Kumi, 1997). Uemura explains that this educational environment is unfavourable to parents and children and, therefore, contributes to these students' low participation, poor academic performance, and high repeat and dropout rates. Involving communities in schools is a way of reaching democracy through identifying and addressing inequities embedded in institutions and society as a whole. In addition, it is a strategy to create an environment in which parents feel comfortable participating in schools.

Reimers (1997) considers the case of Fey Alegria (Faith and Joy), a non-governmental organization which provides formal and non-formal education at different levels in 12 countries in Latin America, as a good illustration of this approach. Fey Alegria schools attempt to achieve the curriculum that recognizes and builds on the community where the students live. The schools also aim to use teacher training to promote appreciation of the diversity of student backgrounds and students' use of non-standard forms of language in school. This innovation attempts to place the schools where they belong in the community, and promote mechanisms for community involvement in running the school. Reimers argues, "this is very important for the support of democracy as it promotes local participation to solve local problems in education" (p. 41).

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Moreover, parental involvement in education is seen as a right, or as an outright democratic value in some countries. According to OECD study (quoted in Uemura, 1999 p. 7), "in Denmark, English, and Wales, parents have a right to be represented on the governing bodies of schools; the Parent's Charter gives English and the Constitution recognizes the right of teachers, parents and students to participate in defining the scope and nature of the education service".

## Increasing Accountability

Parental involvement in education, particularly in school governance, is seen as a means of making schools more accountable to the society which funds them. This has been witnessed in some places such as English and Wales, Canada, the United States (Uemura, 1999) and Ghana. The notion of parental involvement for accountability derives from a more market-oriented concept in which school-family partnerships are viewed rather like a business partnership, through which the two parties receive mutual and complementary benefits which enable them to operate more effectively (OECD, cited in Uemura, 1999). Lockheed and Verspoor (1991) contend that parental and community involvement in schools enhances the accountability of the schools and improves their cost-effectiveness.

Manu (1997) emphasizes the fact that the quality of education a community's children receive is dependent upon the level of interest and involvement of that community in the management, and governance of its schools. According to him, if the community is so willing to partake in providing education for its youth, then it must have the right to be actively involved in determining the kind of education its children should receive. If the community

assists in funding education, then it must have the right to hold the educational authorities accountable.

The extensive examination of six case studies on the Philippines, Kenya, Bangladesh, Pakistan, Colombia and Bolivia lead Bossett and Rugh (1998) to the conclusion that teachers and other school staff feel they should be accountable to community clients only when the community holds some power over them: when they either come from the same village and have social ties; if their continued employment or salaries depend on community satisfaction; or sometimes when community education committees exist to manage the schools and members are empowered to exert their influence. They also argue that accountability is developed through routine parents' meetings and reporting systems on student progress. In the view of Uemura (1999), when parents contribute their time, labour, materials, land, and funds, they tend to be more involved in school activities, including participating in meetings with teachers and monitoring teacher's performance. Teachers and school staff, in turn, feel more obliged to deliver better education for the students in order to respond to the needs of parents and communities. Participation can greatly help develop accountability, which contributes to improving the education delivery.

Uemura (1999) cites an example of a Community Support Programme (CSP) process in Balochistan, Pakistan, which was developed to ensure village commitment to girls' education. It defines the responsibilities of the community and the Directorate of Primary Education. According to him, the greater the participation of the community, both financially and in-kind, the more likely they

are to demand accountability from staff. He continues to state that parents are also more involved in the day-to-day management of the school where they see what is happening and what needs to be corrected. The CSP has formed Village Education Committee (VEC), according to Uemura, that consists of five to seven men whose daughters will attend the school. VECs are formed to serve as the school's official representative to the government. The forming of VECs has contributed to the CSP's establishment of an organisational structure that encourages teachers' and local administrators' accountability to parents. Once the school is opened, VEC members are empowered to report teacher attendance or behaviour problems to the government and to recommend teachers for training.

In Ghana, there are school community organizations like School Management Committee (SMC) and Parent-Teacher Association (PTA) which perform a similar function like that of the VEC in keeping the community informed about the activities of the school and holding the school accountable to the community. But the composition of the SMC in Ghana is different from that of VEC. The SMC has people like the District Director of Education or his or her representative who may not necessarily have their wards in the school while the PTA is composed of parents whose wards are in the school and teachers of the school (Republic of Ghana, 2002)

Ensuring Sustainability

One of the major factors to ensure sustainability of programmes is the availability of funds, whether from governments, private institutions, or donor organisations. In this regard, in the words of Uemura (1999), 'community

participation in education cannot ensure the sustainability of schools by itself since communities oftentimes have to rely on external funding to keep the programme sustained' (p. 8). However, involving community is a way to ensure that the benefits brought by a development programme will be maintained after the external interventions are stopped. Thus, sustainability is dependent on the degree of self-reliance developed in target communities and on the social and political commitment in the wider society to the development programmes that support the continuation of newly self-reliant communities (Lovell, 1992). According to the Education Reforms Review Committee Report (ERRC) (Republic of Ghana, 2002), the SMCs in Ghana do not have funds to support their activities. Meanwhile, community members are expected to be actively involved in the process of interventions through planning, implementation, and evaluation. Furthermore, they are expected to acquire skills and knowledge that will later enable them to take over the project or programme.

**Improving Home environment**

Uemura (1999) stipulates that community participation can contribute to preparing and improving home environment, by encouraging parents to understand about the benefits of their children's schooling. World Bank (1997) analyses primary education in India and discovers that families aware of the importance of education could contribute much to their children's learning achievement, even in disadvantaged districts. It also shows that students from families that encouraged children's schooling, by allocating time at home for

study, encouraging reading, and supporting their children's educational aspirations, scored significantly higher on tests of learning achievement.

Furthermore, families who are involved in schools not only have a better understanding about education but also become more willing to cooperate with schools in attempts to improve children's learning. In addition, parents can help their children with homework, and make sure that children are physically ready to learn at schools. From their extensive literature research, Heneveld and Craig (1996) argue that the parent and the community are one of the key factors to determine school effectiveness because they can prepare children's readiness to come to school and their cognitive development, by ensuring children's well-balanced nutrition and health.

## Improving Education

Community participation can contribute to education delivery through various channels. The following is a list of ways through which communities can contribute to the education delivery (Uemura, 1999): advocating enrollment and education benefits; boosting morale of school staff; raising money for schools; ensuring students' regular attendance and completion; constructing, repairing, and improving school facilities; contributing in labour, materials, land, and funds; recruiting and supporting teachers; making decisions about school locations and schedules; monitoring and following up on teacher attendance and performance; forming village education committees to manage schools; actively attending school meetings to learn about children's learning progress and classroom behavior; providing skill instruction and local culture information; helping

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children with studying; garnering more resources from and solving problems through the education bureaucracy; advocating and promoting girls' education; providing security for teachers by preparing adequate housing for them; scheduling school calendars; handling the budget to operate schools; identifying factors contributing to educational problems (low enrollment, and high repetition and dropout); and preparing children's readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development.

**Supporting Teachers**

Among the various forms of community contributions, some are specifically aimed to support teachers. For instance, communities can provide, or construct, housing for teachers who are from outside of the community. In the views of Uemura, in rural areas, lack of qualified teachers is critical, and preparing a safe environment and housing is necessary to attract teachers, particularly female teachers, who otherwise tend to stay in or go to urban areas.

Teachers can benefit from communities' active participation in their children's schools. For example, community members themselves can be a rich resource to support teacher's practice in classrooms by facilitating children's learning. Uemura asserts that community members can help students understand concepts, which teachers teach in classrooms by having the students coming into community, interacting with community members who are knowledgeable about village history and certain issues faced by the community. He further stated that respected community members could become knowledgeable lecturers who could come to the classrooms, and teach students issues faced by the community. In this

regard, as contended by Baku and Agyeman (2002), teachers will then not consider parental involvement as a threat to their professional integrity but rather a support in their educational delivery. Baku and Agyeman again assert that parents' participation in school management can provide teachers the opportunity to be acquainted with issues in the community and be informed about parents' capabilities in providing economic, social and human resources for use in school management and development. Furthermore, parents and community members can contribute to teachers' teaching materials by providing them with knowledge and materials that are locally sensitive and more familiar to children.

Community participation in education can also be a powerful incentive for teachers. Teachers' absenteeism and lack of punctuality to show up in classrooms on time are serious problems in many places. Among many other reasons, lack of monitoring system is one of the critical factors contributing to these problems. When teachers are monitored and supervised for their attendance and performance by communities, Uemura asserts, they tend to be more aware of what they do. Uemura again stipulates that feedback from parents and the community about their teaching performance can be a strong tool to motivate teachers, if schools are also collaborative.

## Challenges to Community participation in Education

Involving communities in the education delivery requires facing and tackling a number of challenges. In general, as Crewe and Harrison (1998) articulate, participatory approaches tend to overlook complexities and questions of power and conflict within communities. According to them, these are designed based on

the false assumption that the community, group, or household is homogeneous, or has mutually compatible interests. Differences occur with respect to age, gender, wealth, ethnicity, language, culture, race and so on. Even though marginalized or minority groups (such as female, disabled) may be physically present during discussion they are not necessarily given a chance to express their views to the same degree as others.

In attempts to understand factors that prevent communities from being involved in formal education, Shaeffer (1992) found that the degree of community participation is particularly low in socially and economically marginal regions. This, according to him, is because such regions tend to have the following elements: a lack of appreciation of the overall objectives of education; a mismatch between what parents expect of education and what the school is seen as providing; the belief that education is essentially the task of the State; the length of time required to realize the benefits of better schooling; and ignorance of the structure, functions, and constraints of the school.

These reasons are similar to UNESCO/PROAP (1990) stated reasons such as: a lack of time energy and sense of efficacy required for such involvement; a lack of appreciation of the overall objectives of education; the belief that education is essentially the task of the state; ignorance of the structure and functions of the school; the school's disinterest or resistance to community or parental involvement; and underestimation by parents of their own competence in educational issues.

As stated by Beyene et al. (2005), apart from having to convince the community members that participation can have an impact on the quality of their schools, the local implementer must also overcome the other socially and economically induced obstacles to participation. Poor communities are susceptible to suffering from lack of hope and vision for change (Bragar & Purcell, 1967). Poverty and its behavioural consequences can be powerful obstacles to achieving effective community participation by community-based agents (Beyene et al., 2005). Beyene et al again recognise the need to mobilize high-level decision makers as limitations to community participation. According to them, without strong commitment from higher-level decision-makers grassroots level behavioural changes will lose momentum and fail to become fully institutionalised. Institutionalisation, according to Govinda and Diwan (2003) serves as an important determinant of successful community mobilization. Therefore, isolation from high-level stakeholders is an important risk associated with community-based participation efforts (Beyene et al., 2005).

Challenges vary from one stakeholder to another because each group has its own vision to achieve the common goal of increasing educational access and improving its quality. Uemura articulates some specific challenges and problems that have been witnessed among teachers, and parents and communities.

**Teachers**

Sometimes there is resistance among teachers. Not all teachers welcome parents' and communities' participation in education. They tend to feel that they

are losing authority within schools, as power is taken by community and parents. At the same time, they are encouraged to involve community members who sometimes are not willing to get involved in any school activities.

Gaynor (1998) analyses the complex relationship between teachers and parents in her study on teacher management with a focus on the decentralization of education. She argues that many parents in many countries would like to be more involved in selecting and monitoring teachers. However, analyzing impacts of the el Salvador's EDUCO project in which parents are responsible for school management and monitor teachers, Gaynor stressed that the teachers feel threatened by parental involvement, believing that it will diminish public regard for their professional status.

**Parents and Communities**

Uemura (1999) stresses that not all parents and community members are willing to get involved in school activities. He continues that some have had negative schooling experiences themselves, some are illiterate and don't feel comfortable talking to teachers, and getting involved in any kind of school activities. They feel they don't have control over the school. Further, he posits that some parents and families are not willing to collaborate with schools because they cannot afford to lose their economic labour by sending their children to school. Even though they see the benefits to send children to schools, opportunity costs are oftentimes too high to pay.

A World Bank study of social assessment in EDUCO community-managed schools in El Salvador (Pena, 1995) reveals that even though the parents valued

education and had a positive attitude regarding the teachers, they were suspicious about the government. This wariness, combined with lack of community interest, fostered the fear that education would be privatized and parents would have to pay for education services. Parents are optimistic about the economic value of education, but their optimism decreases when they are asked to think about the role of education in their own lives. Furthermore, because of parents' relative lack of education and the way the traditional school systems are structured, parents and teachers perceive their roles as separate from one another, without substantial parental interaction with teachers or involvement in the schools themselves.

## How to Achieve a Successful Community participation

Although community participation can be a strong tool to tackle some educational problems, it is not a panacea that can solve all the problems encountered in the education sector. Any strategies to achieve a high degree of community participation require careful examination of communities because each community is unique, and complicated in its nature (Uemura, 1999). This section, illustrates some issues that need to be solved in order to improve the practices of involving communities in the education delivery.

### Understanding the Nature of Community

As discussed previously, no community, group, or household is homogenous. Thus, in the views of Uemura (1999), it is crucial to examine and understand community contexts, including characteristics and power balance. He states that it is important to examine the degree of community participation in some activities in society, since some communities are traditionally involved in

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community activities (Antwi, 1992; McWilliam & Kwamena-Poh, 1975), while others are not used to working together with schools or even other community members. A Careful examination of communities is necessary to successfully carry out activities promoting participation (Cunningham & Cordeiro, 2000). Narayan-Parker (1995) summarises elements that contribute to forming well-functioning groups: the groups address felt needs and common interests; the benefits to the groups of working together outweigh the costs; the groups are embedded in the existing social organization; the groups have the capacity, leadership, knowledge and skills to manage their tasks; and the groups own and enforce their rules and regulations.

Within the education sector, it is important to understand the current formal structure and the function of school-community organizations. As Shaeffer (1994) articulates, various kinds of organisations exist in many countries in order to bring parents together. Some organisations include teachers and other school staff. Membership, mandate, and level of activity vary from one organization to another.

**Assessing Capabilities of Communities and Responsible Agencies and Providing Assistance**

Uemura (1999) proposes assessment of community contexts, and the agencies responsible for promoting community participation efforts, in order to create specific plans or components of the projects. He opines that when the agencies are not willing to collaborate with communities in achieving the objectives, it is important to help them understand why community participation

is important. If they disagree, but implement the plans because they are told to, the results will be unfavourable. According to him, communities, as well, need to have a good understanding of why they need to collaborate with schools, and what benefits can be yielded.

Uemura (1999), however, stipulates that understanding and willingness are not enough. It is important to assess capabilities to carry out plans to promote community participation including institutional capability, technical capability, financial capability, and political capability. Community participation in education requires communities to have: financial knowledge to handle funding transferred from outside; technical knowledge and skills to run schools; and political will to collaborate with agencies responsible for implementing efforts (Uemura, 1999). It also requires teachers and other school staff to have political will not only to work with parents and communities but also to attempt to involve them in school operation. Uemura further suggests that implementing agencies should have the technical capability to carry out active community participation, encouraging and involving communities in a great range of school management. They also need to have financial knowledge to oversee the funding and to operate the school.

Uemura (1999) again argues that school community organisations also need to have certain knowledge, skills and attitudes to realize successful community participation in education. According to Shaefer (1994), these include: an understanding of the rationale for greater participation of its potential advantages, and of its constrains and risks; attitudes which encourage an open,

transparent, collegial environment in the school and open channels of communalization between the school and the community; simple research and planning skills; knowledge of local conditions which influence educational demand and achievement; school management skills (abilities to help define the goals, policies, programmes, and expectations of the school and the responsibilities and functions of each partner; to encourage shared, more participatory decision making with both teachers and school-community organizations; to plan, organize, conduct, and report on meetings; and to manage and account for government and community resources provided to the schools); the ability to gain the trust of parents, NGOs, and other partners in the community, to communicate, collaborate, and build a consensus with them, and to animate them and encourage their involvement in the school; and the ability to mobilise resources from the various interest groups and power centres in the community.

Preparing the environment that can facilitate active community participation is also important. Campfens (1997) summaries the main factors for effective participation: an open and democratic environment; a decentralized policy with greater emphasis on local initiatives; reform in public administration; democratisation of professional experts and officials; formation of self-managing organisations of the poor and excluded; training for community activism and leadership; involvement of NGOs; and creation of collective decision-making structures at various levels that extend from the micro and macro levels and link participatory activities with policy frameworks.

## Establishing Communication Channels

Uemura (1999) articulates that in order to exercise any kind of community participation, there needs to be understanding among all stakeholders, all people who are targeted. Additionally, reasons and benefits of community participation have to be clearly addressed and understood by people. Furthermore, a continuing dialogue between schools and community is essential because it usually takes a long period of time to yield any benefit. Also, all the stakeholders need to share the understanding that responsibility to educate children cannot be taken by a single group of people.

He asserts that one of the strategies to contribute to successful community participation in education is to conduct a social marketing campaign, and an awareness campaign, in order to promote community involvement in children's education. Such campaigns designed to target parents and community members can help them increase their understanding on the benefits of their collaboration with teachers and schools. It is also helpful if community members themselves can get involved in the campaigns so that they feel more responsible and attempt to recruit more people from communities.

## Summary of the Chapter

The literature review looked at the concept of community, school-community relationship, participation, community participation in education, community participation in education as practiced in Ghana, the significance of community participation in education, challenges to community participation in education and how to achieve a successful community participation in education.

From the review, it could be realized that the provision of education is a shared responsibility of all stakeholders. For a successful community participation to be achieved there should be a clear understanding of the roles of all participants in the educational provision and the benefits to be derived from effective and efficient participation in education. This calls for public education on community participation in education.

Furthermore, the school and the community must be open to each other to ensure a smooth flow of information between them. There should be a reciprocal relationship between the school and the community.

Moreover, community ownership of the school is very important if the school has to enjoy the resources of the community and if the community has to reap the fruits of the school. The decentralization and democratization campaigns going on in Ghana on management and development of schools point to the fact that ensuring grassroots participation in education is a sure way of making education more meaningful to the local communities.

# CHAPTER THREE

## METHODOLOGY

This chapter describes procedures used in conducting the study to find out how communities in the Akatsi District participated in basic education. It looks at the design, the population, sample and sample selection, data gathering instrument, data collection procedure, and data analysis plan.

### Research Design

The research design that was used is the descriptive survey. Descriptive survey is designed to obtain information concerning the current situation. It is directed towards determining the nature of a situation as it exists at the time of study (Fraenkel & Wallen, 2000; Sarantakos, 1997). It describes and predicts phenomena without manipulating factors that influence the phenomenon (Amedahe, 2002).

Descriptive survey has an advantage of not typically requiring complex statistical analysis. Data analysis may simply consist of determining the frequencies and percentages for major variables in the study. It can provide the researcher with a lot of information obtained from quite a large sample (Fraenkel & Wallen, 2000). As put by Best and Kahn (1998), a descriptive research 'is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing' (p. 113).

The decision to use the descriptive survey is based on the fact that this research is non-experimental as it deals with describing the existing conditions rather than manipulation of variables. Furthermore, if one considers the purpose of the study, the research questions and the target population, one could see that the descriptive survey is the most appropriate method to achieve the purpose of the study and draw meaningful conclusions.

According to Scott and Usher (1996)), survey researchers attempt to collect data about larger populations than usual with experimental researchers. They also stipulate that surveys may lead to simple frequency counts. It is against this background that the researcher adopted this method since the study was directed towards determining the current situation of community participation in education in the Akatsi District of the Volta Region of Ghana.

## Population

The target population for the study comprised heads of basic schools, teachers, SMC executives, parents, PTA executives, opinion leaders such as chiefs, assembly members and religious leaders, as well as district education officers of the Akatsi education district. There were 45 Junior Secondary Schools in 37 towns and villages. The total number of teachers was 243. All the schools had the SMC and PTA. There were ten circuit supervisors.

## Sample and Sampling Procedure

Forty schools and their communities were selected for the study. This sample size was based on the table for sample size determination suggested by Sarantakos (1997). The schools were selected from ten circuits with regards to

their proportions. That is, in order to get a representative sample of schools from each circuit, the researcher obtained a list of the forty-five (45) Junior Secondary Schools in the district from the Akatsi District Education Office. Then a proportional stratified random sampling technique was used so as to obtain a representative sample of schools for the study. This sampling procedure was considered appropriate because the ten circuits in the district formed the strata and each stratum needed to be proportionally represented in the study to enhance a valid generalization (Nsowah-Nuamah, 2005; Scott & Usher, 1996). The proportions of the number of schools that represented each stratum were finally selected from the circuits.

To get the proportion of each stratum, the researcher divided the total number of schools in each circuit by the total number of schools in the district (45) and multiplied it by the number of schools to be selected (40). This could be represented mathematically as: $z = \frac{x}{y} \times n$; where $z$ = the number of schools needed for each stratum (circuit); $x$ = the total number of schools in each stratum (circuit); $y$ = the total number of schools in the district; and $n$ = total sample of schools to be selected. For example, Agbedrafor circuit had six (6) Junior Secondary Schools divided by forty-five (45) and multiplied by forty (40). This gave 5.3, which was approximated to 5 schools for this circuit. Using the same procedure, the researcher got the forty (40) schools for the district

After calculating the total number of schools for each circuit, the researcher continued with the selection of schools from each circuit. The lottery method of simple random sampling was used for this. The names of the schools in each

circuit were written on pieces of paper of identical size and shape (a piece of paper bearing a school's name). The pieces of paper were identically well folded and mixed together in a bowl. The folded papers were then picked one by one without the selector looking into the pool. Once a school was picked, it was recorded and returned to the pool so as to maintain the same probability for each school to be picked. Anytime the same school was drawn twice, or thrice, the second or third selection was ignored and the school was returned to the pool. The entire pool was mixed up again for another drawing to be made. This went on till the needed number of schools for each circuit was selected. But where the calculated number of schools was equal to the number of schools in the circuit, no drawing was done; all the schools were selected. Agormor circuit for instance, had four (4) schools. When the calculation was done, it gave 3.6 which was approximated to 4. So, all the four schools were chosen from the circuit. This procedure was used for some circuits too.

To get the sample of teachers and headteachers in each of the selected schools, the researcher used the table for sample size determination suggested by Sarantakos (1997) to choose 160 school staff. The researcher then used a purposive sampling method to identify teachers who had worked for at least one year in their schools. The lottery method of simple random sampling technique was used to select three teachers from each of the selected schools. In this case two, slips of paper of identical size and shape on which the numbers, '1' and '2' were written were used. The total number of these slips of paper was equal to the number of teachers who purposively qualified for the study in each school. The

number '1' represented those who were to be selected and '2' those who were not to be chosen. There were only three slips of paper bearing the code '1' among slips of paper used for each school. The teachers were then asked to pick a slip of paper each. Those who picked '1' were then chosen for the study. In schools where there were only three teachers qualified to take part in the study, those teachers were all selected.

In addition, all the heads of the selected school were purposively selected. This was because it was the heads that would open the doors of the schools for community participation. In all, 160 school staff were selected as indicated above. This comprised 120 teachers from the forty schools and their heads. This was in line with Nwana's (1992) assertion that if the population is in few hundreds, a 40% or more samples will be appropriate.

All the ten circuit supervisors were also purposively selected in addition to the officer in charge of community participation and the one in charge of basic school coordination at the district office. As put by Amedahe (2002), in a purposive sampling, the researcher picks respondents on the basis of his or her judgment of their typicality or particular knowledge about the issue under consideration (see also Nsowah-Nuamah, 2005).

Additionally, purposively, an opinion leader of each town or village in which the school was situated, or where two or more schools were selected from a town, an opinion leader in that part of the town where the school was situated was selected. Others that were purposively selected included the PTA chairmen, and the chairmen of S M Cs.

In all, a sample size of 292 was chosen for the study. This sample size was considered appropriate because, as put by Fraenkel and Wallen (2000), the sample should be as large as time and energy would permit. They added that for descriptive studies. a sample of at least hundred is deemed essential. The table below shows the sample selected.

| C | NS | NSS | SNS | NP | NSM | NOL | CS | EO |
|---|----|-----|-----|----|-----|-----|----|----|
| 1 | 6 | 5 | 20 | 5 | 5 | 5 | 1 | |
| 2 | 5 | 4 | 16 | 4 | 4 | 4 | 1 | |
| 3 | 4 | 4 | 16 | 4 | 4 | 4 | 1 | |
| 4 | 4 | 4 | 16 | 4 | 4 | 4 | 1 | |
| 5 | 5 | 4 | 16 | 4 | 4 | 4 | 1 | |
| 6 | 4 | 4 | 16 | 4 | 4 | 4 | 1 | |
| 7 | 3 | 3 | 12 | 3 | 3 | 3 | 1 | |
| 8 | 4 | 4 | 16 | 4 | 4 | 4 | 1 | |
| 9 | 5 | 4 | 16 | 4 | 4 | 4 | 1 | |
| 10 | 5 | 4 | 16 | 4 | 4 | 4 | 1 | |
| Total | 45 | 40 | 160 | 40 | 40 | 40 | 10 | 2 |

In the table, 'C' stands for circuit, 'NS' for number of schools, 'NSS' for number of schools selected, 'SNS' for selected number of staff, 'NP' for number of PTA executives selected, 'NSM' for number of SMC executive members selected, 'NOL' for number of opinion leaders selected, 'CS' represents number of circuit supervisors selected and 'EO' other district education officers selected.

On the other hand, '1' is the code number used to represent Agbedrafor circuit, '2' Avenorprdo circuit, '3' Akatsi 'B' circuit, '4' Agormor circuit, '5' Ave-Afiadenyigba circuit, '6' Avenorpeme circuit, '7' Wute circuit, '8' Gefia cicuit, '9' Akatsi 'A' circuit, and '10' Ave-Dakpa.

## Instrument and Instrument Development

The instrument used for the study was the questionnaire. Three sets of questionnaire were used: one for headteachers and teachers, another for district education office workers and the other for PTA and SMC executives and opinion leaders of the communities.

From the literature already reviewed, it was established that communities could contribute a lot to the development of schools. Some of these contributions include: boosting moral of school staff; raising money for schools; ensuring students regular attendance and completion; constructing, repairing and improving school facilities; contributing in labour, materials land and funds; recruiting and supporting teachers; monitoring and following up on teacher attendance and performance; forming village education committees to manage classroom behaviours; and providing skilled instruction and local culture information. Some of the contributions had been adapted to constitute the PART I of the three sets of questionnaires. The items on PART I requested respondents to rate the level of contribution of the community on a likert scale 5 to 1, five being most important and one not important all. Part II examined the school-community relationship. The items were taken from the literature. Under this part, items were rated on a likert 5 to 1 as under PART I.

The literature reviewed on the challenges to community participation in education revealed a variety of challenges. Shaeffer (1992), pointed out the following challenges: a lack of appreciation of the overall objectives of education; a mismatch between what parents expect of education and what the school is seen as providing; the belief that education is essentially the task of the state; the length of time required to realize the benefits of better schooling; and ignorance of the structure, functions and constraints of the school. UNESCO/PROAP (1990) also revealed almost the same challenges with the schools' disinterest or resistance to community or parental involvement; and an underestimation by parents of their own competence in educational issues being the only ones in UNESCO/PROAP study not covered by Shaefer. Most of the challenges were adapted for PART III of the instrument.

Furthermore, Beyene et al. conducted a study in Ethiopia on stimulating participation in education in 2005. Item number two under questions for parents which (Beyene et al. 2005 p. 95) had seven sub items had also been adapted for PART III: Challenges to community participation in Basic Education, of the questionnaire for PTA and SMC executives and other opinion leaders.

PART IV of the instrument sought suggestions from the respondents as to how community participation in education could be improved. The literature reviewed under how to achieve successful community participation identified some strategies to adopt. The researcher, however, used an open-ended item at this part to give the respondents the freedom to give their own suggestions. The questionnaire for headteachers and teachers had 35 items, and that for district

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education officers had 30 items and the one for community members contained 34 major items and 8 sub-items.

## Instrument Testing

The instrument for the study was pre-tested. Six schools and their communities from Ketu District of the Volta Region and the Ketu District Education Directorate were chosen for the pre-testing. The Ketu District was selected for the pre-test because it is close to the Akatsi District and, most importantly, it has similar characteristics like enrolment and poor infrastructure as the Akatsi District. This pre-testing helped the researcher to determine the validity and reliability of the instrument. It also revealed the strengths and weaknesses of the items.

The results revealed a Crombach's Alpha reliability coefficient of .8270for the instrument for the schoolstaff, .7480 for the instrument for the community members and .8763 for the instrument for the district education officers.

## Data Collection Procedure

The researcher undertook the administration of the instruments himself. In order to get the cooperation and help of the heads, the headteacher of each school was consulted and briefed on the purpose and the nature of the study. All respondents were briefed on the purpose of the study and the need for them to be as honest and sincere as possible in their responses. The questionnaires were administered to the selected respondents. For the school staff, it was only those who stayed in their schools for at least one year who were selected to respond to the instrument.

For literate respondents, a maximum of two days was given for them to respond to the questionnaire so that they would not rush in responding to the items. The two days was also considered appropriate because a longer period could result in some respondents forgetting about the exercise and even some misplacing the instrument given them. For five illiterate respondents, the items on the questionnaire were translated one after the other into the local language, Ewe, by the researcher and they responded to them. The researcher used four weeks for the administration of the instruments.

## Data Analysis

After the fieldwork, the raw data gathered on the completed and retrieved instruments were scrutinized. That is, the data was sorted, edited and coded to identify and eliminate or minimize errors, omission, incompleteness and general gaps in the data gathered. The refined data was imputed into the computer software, Statistical Package for the Social Science (SPSS), to facilitate data description and analysis.

Descriptive statistics, such as simple percentages and frequencies, was used to summarise and present the data in the form of tables, to facilitate interpretation and analysis. This was to make issues clear for people to have quick visual impressions of the items.

For effective data analysis, data were put into three major categories: that is, agreed, disagreed and undecided. This means that 'strongly agreed' and 'agreed' were merged into 'agreed' while 'strongly disagreed' and 'disagreed' were also collapsed into 'disagreed', and 'undecided' remained unchanged.

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# CHAPTER FOUR

## RESULTS AND DISCUSSION

This chapter deals with the analysis of the field data. The study focused on community participation in basic education in Akatsi District. It was aimed at looking at how the communities had been faring in their involvement in the provision and development of education in the district.

The data analysis covered four main aspects according to the research questions set for the study: community role in school development, school-community relationship, challenges to community participation in basic education, and ways of improving community participation in basic education in the district. Three different sets of questionnaire were used; one for headteachers and teachers, another for district education office workers, and the other for, PTA and SMC executives, and other opinion leaders of the communities. The questionnaire foi headteachers and teachers had 35 items; the one for SMC and PTA executives and other opinion leaders of the communities had 34 major items and 8 sub-items; while that for district education office workers had 30 items. The units of analysis of the study were the community and the school. The analysis and discussion of the results were done in six categories as follows:

a)  examination of the frequencies (f) and percentages (%) to determine the role of communities in provision of financial and material support;

b)     examination of frequencies and percentages to bring out the role of the communities in school governance;

c)     a look at the frequencies and the percentages to show parents' responsibility to their children;

d)     a look at the frequencies and the percentages to indicate the relationship between the schools and the communities;

e)     examination of the frequencies and percentages to determine the challenges to community participation in basic education;

f)     a look at the frequencies and the percentages to determine the ways by which community participation in basic education could be improved.

In the tables, "tr." stands for "teacher" and "trs" represent "teachers"; "chn" "children" and "chn's" "children's"; "c'ty" stands for "community" and "c'ties" stands for "communities"; "sch." stands for "school" and "schs." "schools"; "sch.-c'ty" represents "school-community"; "mgt" stands for "managemen"; and "dvt" represents "development".

**Analysis of the responses obtained from the questionnaire for headteachers and teachers**

**Research Question 1**

**Which roles do community members play in the development of the schools?**

This question sought to find out the contributions the community members made towards the sustenance and progress of their schools. To get answers to this

research question, the researcher looked at 19 items which were further grouped under three categories: provision of financial and material support, school governance, and parents' responsibility to their children (Heneveld and Craig, 1996). In all, for the purpose of effective data analysis, the data were put into three main categories as stated in chapter three: agreed, disagreed and undecided respectively. That is, strongly agreed and agreed were collapsed into agreed whilst strongly disagreed and disagreed were also collapsed into disagreed.

**Community role in school development (provision of financial and material support).**

As regards community role in terms of financial and material support, seven items were used to measure the communities' role.

Results from Table 1 show that out of a total of 156 respondents, 120, (77%) of school staff, agreed that the communities provided accommodation for teachers 68 (about 76%) respondents also agreed that community members paid levies towards school projects. In addition, 69 (about 73%) members of school staff agreed that the community provided labour for school projects. Results further reveal that the majority of respondents being 129 (constituting about 83%) agreed that PTAs initiated school projects.

On the other hand, the majority of respondents constituting 110 (about 71%) disagreed that citizens of the communities made donations towards the development of the schools. Moreover, 128 (82%) respondents disagreed that communities organized fundraising ceremonies to generate funds for the schools.

Table 1

Community provision of financial and material support

| Item | 5 Freq. (%) | 4 Freq. (%) | 3 Freq. (%) | 2 Freq. (%) | 1 Freq. (%) | Total |
|---|---|---|---|---|---|---|
| Accommodation for teachers | 66 (42.3) | 54 (34.6) | 8 (5.1) | 14 (9.0) | 14 (9.0) | 100 |
| Payment of levies | 63 (40.4) | 55 (35.3) | 5 (3.2) | 19 (12.2) | 14 (9.0) | 100 |
| Donations for school development | 9 (5.8) | 29 (18.6) | 8 (5.1) | 63 (40.4) | 47 (30.1) | 100 |
| Labour for school projects | 60 (38.5) | 53 (34.0) | 9 (5.8) | 21 (13.5) | 13 (8.3) | 100 |
| P T A initiating school projects | 49 (31.4) | 80 (51.3) | 5 (3.2) | 8 (5.1) | 14 (9.0) | 100 |
| Fundraising for schools | 6 (3.8) | 13 (8.3) | 9 (5.8) | 73 (46.8) | 55 (35.3) | 100 |
| Welfare fund for teachers | 1 (0.6) | 3 (1.9) | 4 (2.6) | 43 (27.6) | 105 (67.3) | 100 |

Furthermore, as high as 148 (about 95%) teachers disagreed that PTAs had welfare fund for the teachers.

One could infer from Table 1 that the communities played significant roles as far as the provision of financial and material support was concerned. A large percentage of respondents strongly agreed that the communities provided accommodation for the teachers. Issues like the payment of levies towards school projects, provision of labour for school projects, and P T As initiating school

projects all received serious attention from the communities. Thus, the wish by the government and educationists that the communities regard the schools as their own properties and therefore partnering government in the provision of financial and material support had been gaining some grounds in the Akatsi District.

Nevertheless, there were areas that still needed serious attention. Areas such as citizens of the communities making donations towards school development, communities holding fundraising ceremonies for the schools and PTAs having a welfare fund for teachers were not paid serious attention to. This is suggestive of the fact that the communities needed to do more in order to properly develop the schools.

**Community role in school development (School governance)**

The next important factor used to measure community role in school development was involvement in school governance. This comprised seven items: requesting for teachers; making suggestions towards school development; SMC assisting in school discipline; community members serving on school committees; SMC checking teacher attendance to school; SMC checking teacher performance in the classes and parents regularly attending PTA meetings.

Results from Table 2 reveal that most of the respondents (122) representing 78% agreed that the communities requested for teachers while about 16% (25) showed disagreement and about 6% (9) were undecided. In addition, 114 (73%) respondents agreed that the communities made suggestions towards school development whilst 37 (24%) indicated disagreement and 5 (about 3%) undecided.

Table 2

Community involvement in school governance

| | 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| Item | Freq. (%) | Freq. (%) | Freq. (%) | Freq.(%) | Freq. (%) | Total |
| Requesting for teachers | 68 (43.5) | 54 ( 34.6) | 9 (5.8) | 14 (9.0) | 11 (7.1) | 100 |
| Making suggestions | 49 (31.4) | 65 (41.7) | 5 (3.2) | 11 (7.1) | 26 (16.7) | 100 |
| S M C assisting in school discipline | 59 (37.8) | 71 (45.5) | 9 (5.8) | 3 (1.9) | 14 (9.0) | 100 |
| Serving on school committees | 86 (55.1) | 45 (28.8) | 12 (7.7) | 6 (3.8) | 7 (4.5) | 100 |
| SMC checking tr. attendance | 71 (45.5) | 59 (37.8) | 9 (5.8) | 3 (1.9) | 14 (9.0) | 100 |
| SMC checking tr. performance | 86 (55.1) | 45 (28.8) | 12 (7.7) | 6 (3.8) | 7 (4.5) | 100 |
| Parents regularly partaking in PTA meetings | 65 (41.7) | 49 (31.4) | 5 (3.2) | 26 (16.7) | 11 (7.1) | 100 |

Further analysis from Table 2 portrays that 130 (83%) of the respondents agreed that SMCs assisted in maintaining discipline in the schools with only 7 (11%) showing disagreement and 9 (about 6%) were undecided. On the issue of community members serving on school committees, the majority of respondents, constituting 131(84%), agreed while 12 (8%) disagreed with 13 (about 8%) being

undecided. Moreover, 130 (about 83%) of the respondents agreed that SMCs checked teachers' attendance to school and 17 (about 11%) disagreed. The same pattern unfolded as regards SMC checking teacher performance. Also, on the issue of parents regularly attending PTA meetings, 114 (about 73%) of the respondents agreed while 37 (about 24%) disagreed and 5 (about 3%) were undecided.

It could be seen from Table 2 that the communities were serious with the availability of teachers in their schools. Other issues that received high attention from the communities were; community members often making suggestions towards the development of the schools, SMCs involvement in school discipline, community members serving on school committees, SMCs checking teacher attendance, SMCs checking teacher performance, and parents regularly attending PTA meetings. This implies that the communities in the Akatsi District partook in the governance of their schools; thus they were concerned about how well their schools were managed. This confirms the view of Manu (1997) that the quality of education children receive is dependent upon the level of interest and involvement of the community in the management and governance of its schools.

Of sharp contrast to the above, however, was the result on the issue of parents' responsibility towards their children. Table 3 presents the results below.

Results from Table 3 indicate that the majority of the respondents, constituting 125 (about 80%), disagreed that the parents supervised their wards' learning at home while 27 (about 17%) agreed with only 4 (3%) being undecided.

Table 3

Parents' responsibility to their children

| Item | 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| | Freq. (%) | Freq. (%) | Freq. (%) | Freq. (%) | Freq. (%) | Total |
| Parents supervising their wards' learning at home | 12 (7.7) | 15 (9.6) | 4 (2.6) | 62 (39.7) | 63 (40.4) | 100 |
| Extra classes for children | 9 (5.8) | 30 (19.2) | 3 (1.9) | 51 (32.7) | 63 (40.4) | 100 |
| Parents making children go to school everyday | 12 (7.7) | 15 (9.6) | 4 (2.6) | 62 (39.7) | 63 (40.4) | 100 |
| Parents seeing to chn's punctuality to school | 12 (7.7) | 16 (10.3) | 13 (8.3) | 51 (32.7) | 64 (41.0) | 100 |
| Parents having part time trs. for chn. | 9 (5.8) | 30 (19.2) | 3 (1.9) | 51 (32.7) | 63 (40.4) | 100 |

A similar trend was unfolded with regard to parents' sponsoring extra classes for their wards as 114 (73%) respondents disagreed while 39 (25%) agreed and 3 (2%) undecided. On the issue of parents making sure that their children go to school everyday, the same pattern seen under parents' supervision of their children's learning at home unfolded. That is, 125 (80%) of the respondents disagreed whilst 27 (17%) agreed but only 4 (3%) were undecided. In addition to the above, with regard to the issue of parents making sure that their wards go to school on time, 115 (74%) disagreed and 28 (18%) agreed while 13 (about 8%) were undecided. Further analysis revealed that on the issue of parents having part

time teachers for their children, 114 (73%) out of 156 respondents disagreed, 39 (25%) agreed and 3 (2%) being undecided.

This implies that parents' direct responsibility to their children's education, in the areas looked at in the instrument, was poor. Parents hardly supervised their children's learning at home, they did not sponsor extra classes for their wards, and they hardly made sure their children go to school everyday. Also, parents did little in ensuring that their children were punctual to school; neither did they have part time teachers for their wards. These show that lateness and absenteeism were high among pupils in the Akatsi District. The issue of parents not sponsoring extra classes for their children could be attributed to the fact that the government recently banned the payment of unauthorized fees, so most basic schools were not organizing extra classes.

## Research Question 2

### What is the relationship between the schools and the communities?

One other important aspect of community participation that the researcher looked at was school-community relationship. This aspect was aimed at finding out how the schools and the communities showed concern for each other and how they collaborated in developing the schools. Nine items were used to answer this research question. These were grouped under two headings such as issues concerning schools and issues concerning the communities.

### School-community Relationship (issues concerning the school)

The first aspect of school community relationship the researcher considered was 'issues pertaining to the schools'. Five items were used to

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measure this. They are; parents visiting the school often, teachers inviting some community members as resource persons to discuss some topics with students, schools involving community members in decision making, parents interacting with teachers, and schools discussing issues with communities to find common solutions.

From Table 4 it could be seen that on the issue of parents visiting the schools often, the majority of the respondents, representing 126 (about 81%), disagreed while only 18 (about 12%) agreed and 12 (about 8%) undecided. In addition, about 127 (82%) of respondents disagreed that the teachers invited some community members as resource persons to explain to students some topics while 22 (about 14%) agreed and 7 (5%) of the respondents were undecided. On the issue of community members getting involved in school decision-making, the majority of the respondents, representing 81% (126), agreed but 15% (23) disagreed while about 5% (7) were undecided. Concerning the issue of parents interacting with teachers 117 (75%) of respondents disagreed, 33 (about 21%) agreed and 6 (about 4%) were undecided.

Moreover, concerning the issue of schools discussing issues with the community to find common solutions, the majority of respondents, making 134 (i.e. about 86%), agreed while 21 (about 14%) disagreed and about 6 (1%) were undecided.

Table 4

School-community relationship (Issues concerning the schools)

| Item | 5 Freq. (%) | 4 Freq. (%) | 3 Freq. (%) | 2 Freq. (%) | 1 Freq. (%) | Total |
|---|---|---|---|---|---|---|
| Parents visiting the school often | 9 (5.8) | 9 (5.8) | 12 (7.7) | 57 (36.5) | 69 (44.2) | 100 |
| Inviting c'ty members to discuss some topics | 8 (5.1) | 14 (9.0) | 7 (4.5) | 50 (32.1) | 77 (49.4) | 100 |
| C'ty members in decision-making | 83 (53.2) | 43 (27.6) | 7 (4.5) | 16 (10.3) | 7 (4.5) | 100 |
| Parents interacting with teachers | 10 (6.4) | 23 (14.7) | 6 (3.8) | 46 (29.5) | 71 (45.5) | 100 |
| Sch. discussing issues with the c'ty to find solutions | 70 (44.9) | 64 (41.0) | 1 (0.6) | 14 (9.0) | 7 (4.5) | 100 |

The above analysis brings to the fore the fact that there was room for improvement with regards to the school-community relationship on issues pertaining to the schools. Apart from the issues of schools involving communities in decision making and schools discussing issues with communities to find common solutions respectively, the rest of the issues received less attention. Parents hardly visited the schools often. Also, teachers hardly invited some community members as resource persons in discussing some topics like marriage,

family and other customs and values with students. And parents hardly interacted with teachers on their children's performance.

**School-community relationship (issues pertaining to communities)**

The other important factor used to examine the school-community relationship was issues pertaining to the communities. This comprised four items as presented in Table 5 below. It is noticeable from the table that concerning the issue of teachers taking part in communal labour organized in the communities, the majority of the respondents constituting 133 (about 82%) disagreed while 18 (about 12%) agreed but 5 (about 3%) were undecided. Moreover, while 119 (about 76%) of the respondents disagreed to the issue of the school organizing clean-up exercises in the communities, 33 (about 21%) agreed and 4 (3%) were undecided. Also, on the issue of schools organizing tree-planting exercises in the communities, 106 (68%) of the respondents disagreed whilst 40 (about 26%) agreed and 10 (6%) undecided. Further, pertaining to the issue of schools taking part in programmes of the communities, the majority of the respondents, representing 119 (76%), disagreed whilst 27 (about 17%) agreed.

It is clear from the table that there were much more to be done with regards to reciprocal relations between the schools and the communities. As could be seen above, teachers hardly took part in communal labour organized by the communities. Other things that were not done were; the schools' organizing clean-up exercises in the communities and the schools' organizing tree planting campaigns in the communities.

Table 5

Community-school relationship (issues pertaining to the communities)

| Item | 5 Freq (%) | 4 Freq (%) | 3 Freq (%) | 2 Freq (%) | 1 Freq (%) | Total |
|------|-----------|-----------|-----------|-----------|-----------|-------|
| Trs. taking part in communal labour | 4 (2.6) | 14 (9.0) | 5 (3.2) | 76 (48.7) | 57 (36.5) | 100 |
| Sch. organizing clean-up in the c'ty | 15 (9.6) | 18 (11.5) | 4 (2.6) | 48 (30.8) | 71 (45.5) | 100 |
| Sch. organizing tree-planting in c'ty | 21 (13.5) | 19 (12.2) | 10 (6.4) | 50 (32.1) | 56 (35.9) | 100 |
| Sch. taking part in c'ty programmes | 11 (7.1) | 16 (10.3) | 10 (6.4) | 40 (25.6) | 79 (50.6) | 100 |

Yet another lapse on the part of the schools was that they did not take part in programmes organized by the communities. All these portrayed that the relationship between the schools and the communities was not good. It is also evident that the communities were doing better in their relationship with the schools than the schools did in their relationship with the communities. This would not auger well for effective development of the schools as, according to Asiedu-Akrofi (1978), schools need to relate well with the communities for parents to get informed about the changes in the school programmes and also for the negative notions people have about the schools to change.

The schools' inability to partake in programmes organized by the communities and the teachers' inability to take part in communal labour

organized by the communities were, nevertheless, attributable to the fact that most of the community programmes are normally organized during weekends when students and teachers are not in school.

Also, most of the teachers, even though were provided accommodation at where they were teaching, stayed in the bigger towns, especially Akatsi, the district capital, and used bicycles or motor bikes to and from school everyday, hence teachers could not take part in the communal labour organized by the communities.

## Research Question 3

### What are the challenges to community participation in the district?

The researcher again looked at challenges to community participation in education. This question sought to find out the factors militating against community participation in education in the district. To measure this, the researcher used six items.

### Challenges to community participation in education

In Table 6, one of the items dealt with whether community remembers lacked knowledge on the functions of the schools. To this, the majority of the respondents, thus, 127 (87%) disagreed whilst 24 (about 15%) agreed and 5 (about 3%) being undecided. Another issue was community members not appreciating the objectives of education. To this too, the majority of the respondents, representing 126 (about 81%) disagreed while only 18 (about 12%) agreed and 12 (about 8%) undecided. In addition, 124 (about 80%) of the respondents disagreed that the community believed that education was the task of

government whilst 27 (about 17%) agreed and only 5 (about 3%) were undecided. On the issue of whether teachers believed that parental involvement in education undermined their professional integrity. 112 (about 72%) of the respondents disagreed whilst 28 (18%) agreed and 16 (about 10%) were undecided.

Also, from the table, concerning the issue of whether parents underestimate their own competence in educational matters, the majority of respondents. 134, (about 86%) agreed while 21 (about 14%) disagreed and about 1 (1%) was undecided. Moreover, 115 (about 74%) of the respondents disagreed to the issue that the community failed to recognize the problems of the school, while further analysis reveals that 33 (about 21%) agreed and 8 (about 5%) undecided.

These results, as seen in the discussion above and could be seen in the table below, reveal that the respondents did not consider most of the issues stipulated by Shaeffer (1992) and UNESCO/PROAP (1990) as challenges to effective community participation in education in the Akatsi District. The majority of the respondents indicated their disagreement to most of the issues. These revelations highlight the fact that the communities were aware of what education could do for them and how they should consider the schools. However, it is clear that most of the parents underestimated their own competence in educational matters. This confirms the position of UNESCO/PROAP (1990).

Table 6

Challenges to community participation in education

| Item | 5 Freq. (%) | 4 Freq. (%) | 3 Freq. (%) | 2 Freq. (%) | 1 Freq. (%) | Total |
|---|---|---|---|---|---|---|
| C'ty members' ignorance of functions of the school | 13 (8.3) | 11 (7.1) | 5 (3.2) | 57 (36.5) | 70 (49.9) | 100 |
| C'ty members not appreciating objectives of education | 9 (5.8) | 9 (5.8) | 12 (7.7) | 57 (36.5) | 69 (44.2) | 100 |
| C'ty belief that education is the task of government | 9 (5.8) | 18 (11.5) | 5 (3.2) | 58 (37.2) | 66 (42.3) | 100 |
| Parental involvement in education undermines trs' integrity | 12 (7.7) | 16 (10.3) | 16 (10.3) | 68 (43.6) | 44 (28.2) | 100 |
| Parents underestimating their own competence | 70 (44.9) | 64 (41.0) | 1 (0.6) | 14 (9.0) | 7 (4.5) | 100 |
| C'ty not recognizing problems of the school | 17 (10.9) | 16 (10.3) | 8 (5.1) | 49 (31.4) | 66 (42.3) | 100 |

## Research Question 4

In what ways can community participation in basic education be improved in the district?

This question sought suggestions from the respondents on how they thought community participation in education could be improved. To get answers to this question, the researcher asked an open-ended question for the respondents to freely suggest their own answers to.

**Ways of improving community participation in education in the district**

From Table 7, one could see that whereas 56 (about 36%) of the respondents were of the view that both communities and schools needed to be educated more on community participation in education, 50 (32%) of them suggested that there should be a more open communication channel between the schools and the communities. The same number, 50 (32%), was recorded for respondents who suggested that community leaders should be educated on school management.

These results and the discussion above imply that much more needed to be done by the district directorate to get both the schools and communities more informed about community participation in education. It is not surprising therefore, that teachers were not taking part in community activities and parents were hardly visiting the schools. It also goes to explain why parents' responsibility to their children's education was poor.

Table 7

Ways of improving community participation in education

| Suggestion | Frequency | Percentage (%) |
|---|---|---|
| More education for schs. and c'ties on c'ty participation | 56 | 35.9 |
| Open communication channels between the sch. and the c'ty | 50 | 32.1 |
| Educating sch.-c'ty leaders on sch. mgt. | 50 | 32.1 |
| Total | 156 | 100 |

Furthermore, there was not enough information flow between the communities and the schools. This might also explain why there was lackadaisical attitude when it came to either parents visiting schools or teachers partaking in community activities.

The other suggestion which states that school-community leaders should be educated on school management is also in the right direction. It will equip the leaders with the skills they need to go about their duties well. It would, thus, make them aware of their roles in school management which would lead to the realization of the objectives of the decentralization of educational management.

Analysis of results obtained from questionnaire for PTA & SMC executives and opinion leaders

Research Question 1

Which roles do communities play in the development of the schools?

Three areas were considered in answering this question. These are: provision of financial and material support, community involvement in school governance and parents' responsibility to their children. In all, eighteen items were used to elicit responses from respondents on this question; seven were on the provision of financial and material support, six on community involvement in school governance and five on parents' responsibility to their children.

**Community members' responses on community role in school development (provision of financial and material support)**

The table below shows that 70 (about 60%) of the respondents agreed that the communities provided accommodation for the teachers while 42 (about 36%) disagreed and 5 (4%) undecided. Also, concerning the issue of community members paying levies for school development, 82 (about 70%) of the respondents agreed whilst 33 (about 28%) indicated disagreement and 2 (about 2%) undecided. In addition, 77 (about 66%) of the respondents indicated disagreement on the issue of citizens of the communities making donations towards school project while 39 (about 33%) agreed and only 1 (about 1%) undecided.

Table 8

Community members' responses on provision of financial and material support

| Item | 5 Freq. % | 4 Freq. % | 3 Freq. % | 2 Freq. % | 1 Freq % | Total |
|---|---|---|---|---|---|---|
| Accommodation for teachers | 36 (30.8) | 34 (29.1) | 5 (4.3) | 23 (19.7) | 19 (16.2) | 100 |
| Levies for sch. development | 43 (36.7) | 39 (33.3) | 2 (1.7) | 21 (18.0) | 12 (10.3) | 100 |
| Donations towards sch. projects | 17 (14.5) | 22 (18.8) | 1 (0.9) | 46 (39.3) | 31 (26.5) | 100 |
| Labour for school projects | 34 (29.1) | 40 (34.2) | 1 (0.9) | 23 (19.7) | 19 (16.2) | 100 |
| PTAs' initiation of projects | 39 (33.3) | 63 (53.8) | 3 (2.6) | 7 (6.0) | 5 (4.3) | 100 |
| PTA having welfare fund for teachers | 14 (12.0) | 21 (17.9) | 1 (0.9) | 58 (49.6) | 23 (19.7) | 100 |
| Fundraising for school | 13 (11.1) | 25 (21.4) | 2 (1.7) | 41 (35.0) | 36 (30.8) | 100 |

Further analysis showed that 74 (about 63%) of respondents agreed that the communities provided labour for school projects; 42 (about 26%) disagreed and 1 (about 1%) being undecided. On the issue of PTA initiating projects, the majority

of the respondents, representing 102 (87%) agreed while 12 (about 10%) disagreed with only 3 (about 3%) being undecided.

On the other hand, the majority of the respondents, 81, (representing about 69%), disagreed to issue of whether the PTAs had welfare fund for teachers while 35 (about 30%) agreed and 1 (1%) was undecided. Moreover, concerning communities' holding fundraising ceremonies for schools, 77 (about 66%) of the respondents disagreed and 38 (about 33%) agreed while 2 (about 2%) were undecided.

A look at the table reveals that the communities in the Akatsi District played some roles in the development of the basic schools. Roles like providing accommodation for teachers, paying levies towards school projects, providing labour for school projects and the PTA initiating school development projects were all performed by the communities of the district. This is a confirmation of what had been revealed by headteachers and teachers.

It is however clear, from the table, as in the results from headteachers and teachers, that the PTAs had no welfare fund to support teachers, communities had not been organizing fundraising ceremonies for the schools and, also, citizens of the communities were hardly making donations towards school development.

**Community members' responses on community role in school governance**

It could be seen from Table 9 that most of the respondents, that is, 83 (71%), agreed that communities requested for teachers for their schools, while 34 (29%) disagreed. Concerning the issue of community members making

suggestions towards school development, the majority of the respondents, 92 (representing about 79%), agreed. On the contrary, 25 (about 21%) disagreed with nobody undecided.

Table 9

Community members' responses on community role in school governance

| | 5 | 4 | 3 | 2 | 1 | |
| --- | --- | --- | --- | --- | --- | --- |
| Item | Freq. (%) | Freq. (%) | Freq. (%) | Freq. (%) | Freq. (%) | Total |
| C'ty requesting for trs. | 49 (41.9) | 34 (29.1) | 0 (0.0) | 24 (20.5) | 10 (8.5) | 100 |
| C'ty members making suggestions towards sch. dvt | 61 (52.1) | 31 (26.5) | 0 (0.0) | 9 (7.7) | 16 (13.7) | 100 |
| SMC involvement in student discipline | 59 (50.4) | 40 (34.2) | 3 (2.6) | 11 (9.4) | 4 (3.4) | 100 |
| SMC checking tr. attendance | 61 (52.1) | 31 (26.5) | 0 (0.0) | 9 (7.7) | 16 (13.7) | 100 |
| SMC checking tr. performance | 43 (36.7) | 39 (33.3) | 2 (1.7) | 21 (18.0) | 12 (10.3) | 100 |
| C'ty members serving on sch. committees | 28 (23.9) | 56 (47.9) | 9 (7.7) | 18 (15.4) | 6 ( 5.1) | 100 |

Further analysis revealed that 99 (about 85%) of respondents agreed that SMCs assisted the schools' authorities in maintaining student discipline while 15 (about 13%) disagreed and 3 (about 3%) were undecided. Another issue was

whether members of the communities served on school committees. To this issue, 84 (about 72%) of the respondents agreed. 24 (about 21%) disagreed while 9 (about 8%) were undecided.

Moreover, concerning SMCs' monitoring of teacher attendance, the majority of the respondents, 92 (making about 79%), agreed while 25 (about21%) disagreed and nobody was undecided. Frequencies and percentages were recorded on the issue of SMCs' checking teacher performance which were similar to those recorded under community members' serving on school committees. On this issue of SMCs checking teacher performance, 82 (70%) of the respondents agreed while 33 (about 28%) disagreed and 2 (2%) were undecided.

Results from Table 9 indicate that the communities were highly responsible to their schools. Apart from the issue of community members making useful suggestions towards school development, issues like community requesting for teachers, SMC involvement in school discipline and community members serving on various school committees also received high attention from the communities. All these were suggestive of the community members' willingness to work towards the growth of the schools and, for that matter, the improvement of education in their various localities (Uemura, 1999; Bossett & Rugh, 1998).

Of a sharp contrast to this was parents' responsibility towards their children. This could be seen in the table below.

Table 10

Community members' responses on parents' responsibility to their children

| Item | 5 Freq. (%) | 4 Freq. (%) | 3 Freq. (%) | 2 Freq. (%) | 1 Freq. (%) | Total |
|---|---|---|---|---|---|---|
| Parents sponsoring extra class for pupils | 10 (8.5) | 20 (17.1) | 2 (1.7) | 38 (32.5) | 47 (40.2) | 100 |
| Parents making pupils go to sch. everyday | 13 (11.1) | 20 (17.1) | 1(0.9) | 62 (53.0) | 21 (17.9) | 100 |
| Parents making sure chn. are punctual in sch. | 14 (12.0) | 21 (17.9) | 1 (0.9) | 58 (49.6) | 23 (19.7) | 100 |
| Parents having part time teachers for chn. | 13 (11.1) | 25 (21.4) | 2 (1.7) | 41 (35.0) | 36 (30.8) | 100 |
| Parents encouraging their wards to learn at home | 14 (12.0) | 21 (17.9) | 1 (0.9) | 23 (19.7) | 58 (49.6) | 100 |
| Parents supervising chn.'s learning at home | 17 (14.5) | 22 (18.8) | 1 (0.9) | 46 (39.3) | 31 (26.5) | 100 |

It could be noticed from Table 10 that on the issue of parents sponsoring extra classes for their children, 85 (about 73%) of the respondents disagreed while 30 (about 26%) agreed and 2 (about 2%) were undecided. Another issue was whether parents made sure their children did not absent themselves from school. To this, 33 (about 29%) of the respondents agreed, while 83 (about 71%) disagreed and 1 (about 1%) being undecided. On the issue of parents making sure their children were punctual to school, the majority of the respondents

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constituting 81 (61%) disagreed while 35 (about 30%) agreed and 1 (about 1%) was undecided. Furthermore, the majority of the respondents, making up 77 (69%), disagreed to the issue of parents having part time teachers for their wards; 38 (33%) agreed while 2 (about 2%) were undecided.

Concerning the issue of parents encouraging their wards to learn at home, 81 (about 69%) of the respondents disagreed while 35 (about 30%) agreed and 1 (about 1%) was undecided. Furthermore, about 77 (about 66%) of the respondents, being the majority, disagreed to the issue of parents monitoring their children's learning at home but 39 (about 33%) agreed while 1 (about 1%) was undecided.

These results show that some parents' responsibility to their wards' education was poor. Very low percentages were recorded in favour of issues of parents sponsoring extra classes for their wards, parents making sure their children did not absent themselves from school, parents making sure their children were punctual to school, parents having part time teachers for their wards, parents encouraging their children to learn at home and parents supervising their children's learning at home.

One could infer from the above issues that with the issue of direct responsibility to children, parents showed some lackadaisical attitude. The negative response on sponsoring extra classes could be understood in that the government recently banned the payment of any an authorized fees by parents; for that matter, most basic schools were not organizing extra classes. These results confirm what had been revealed by teachers and headmasters.

Research Question 2

**What is the relationship between the school and the community?**

In answering this question, nine items were used which were grouped under two headings such as; issues concerning the schools and issues concerning the communities as they were for the school staff.

**Community members' responses on school-community relationship (issues concerning the schools)**

On issues concerning the schools, five items were looked at as recorded in Table 11 below.

From Table 11, it could be seen that on the issue of parents visiting schools often, most of the respondents, constituting 77 (66%), disagreed whereas 38 (about 33%) agreed and 2 (about 2%) undecided. Further analysis revealed that 91 (about 78%) of the respondents disagreed to the issue of whether teachers invited community members as resource persons in the discussion of some topics with students. To this issue, 25 (about 21%) of the respondents agreed while 1 (about 1%) was undecided. Another issue was community involvement in decision making and the majority of the respondents, forming 101 (about 86%), agreed whereas 16 (14%) disagreed. Concerning the issue of parents interacting with teachers on their wards' performance, 27 (about 23%) agreed while the majority, constituting 89 (about 76%), disagreed and 1 (about 1%) was undecided. On the other hand, as high as 109 (about 93%) of the respondents agreed that the schools discussed issues with the communities to find common solutions while 8 (about 7%) disagreed.

Table 11

Community members' responses on school-community relationship (issues concerning the schools)

| | 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| Item | Freq. (%) | Freq. (%) | Freq. (%) | Freq (%) | Freq. (%) | Total |
| Trs. inviting some c'ty members as resource persons in discussing some topics with students | 7 (6.0) | 18 (15.4) | 1 (0.9) | 54 (46.2) | 37 (31.6) | 100 |
| C'ty members being involved in sch. decision-making | 44 (37.6) | 57 (48.7) | 0 (0.0) | 14 (12.0) | 2 (1.7) | 100 |
| Parents interacting with trs. on their chn.'s performance | 5 (4.3) | 22 (18.8) | 1 (0.9) | 65 (55.6) | 24 (20.5) | 100 |
| Sch. discussing issues with c'ty to find common solutions | 56 (47.9) | 53 (45.3) | 0 ( 0.0) | 6 (5.1) | 2 (1.7) | 100 |
| Parents visiting the schools often | 13 (11.1) | 25 (21.4) | 2 (1.7) | 41 (35.0) | 36 (30.8) | 100 |

It is evident from the table and the discussion above that there were certain

areas that the relationship between the schools and the communities could be

described as satisfactory. These areas include the schools' involving the communities in decision-making and the schools discussing problems with the communities to find common solutions. This encouraging revelation could be attributed to the fact that the schools discussed problems and took decisions with community members through school-community organizations like the PTA and SMC. This, in the words of Asiedu-Akrofi (1978), could make community members identify themselves with the schools and like to be influenced by them.

Nevertheless, there were areas that needed improvement. It was clear that the schools hardly invited community members as resource persons to discuss some topics with students. Moreover, parents rarely visited the schools and they hardly interacted with teachers on their children's performance.

**Community members' responses on school-community relationship (issues pertaining to the community)**

Table 12 shows that 87 (about 74%) of the respondents disagreed to the issue of whether teachers took part in communal labour organized in the communities while 30 (about 26%) agreed, with nobody being undecided. Similarly, to the issue of whether the schools organized clean-up exercises in the communities, whereas 85 (about 73%) of the respondents disagreed, 26 (about 22%) agreed and 6 (about 5%) were undecided. Furthermore, on the issue of whether the schools organized tree-planting campaigns in the communities, the majority of the respondents, representing as high as 108 (about 92%), disagreed while 4 (about 3 %) agreed and 5 (about 4%) undecided. Similar results were recorded on the issue of schools taking part in programmes organized by the

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communities. To this, 82 (about 70%) of the respondents disagreed while 35 (about 30%) agreed and none undecided.

Table 12

Community members' responses on school-community relationship (issues concerning the communities)

| Item | 5 Freq. (%) | 4 Freq. (%) | 3 Freq. (%) | 2 Freq. (%) | 1 Freq. (%) | Total |
|---|---|---|---|---|---|---|
| Trs taking part in communal labour organized by the c'ty | 9 (7.7) | 21 (17.9) | 0 (0.0) | 27 (23.1) | 60 (51.3) | 100 |
| Sch. organizing clean-up in c'ty | 17 (14.5) | 9 (7.7) | 6 (5.1) | 51 (43.6) | 34 (29.1) | 100 |
| Sch. organizing tree-planting in the c'ty | 0 (0.0) | 4 (3.4) | 5 (4.3) | 71 (60.7) | 37 (31.6) | 100 |
| Sch. taking part in c'ty programmes | 15 (12.8) | 20 (17.1) | 0 (0.0) | 59 (50.4) | 23 (19.7) | 100 |

On the issue of relationship between the schools and the communities concerning the issues pertaining to the communities, one could say that the relationship was poor. Teachers hardly took part in communal labour organized by the communities. Also, the schools neither organized clean-up exercises nor tree planting in the communities. Furthermore, the schools did not take part in programmes organized by the communities. This also confirms the results got from headteachers and teachers on these same issues.

## Research Question 3

What are the challenges to community participation in basic education in the district?

The third important issue the researcher looked at in this study is the challenges to community participation in education in the district. Eleven items were used in measuring this.

**Community members' responses on challenges to community participation**

The first item under this aspect of the questionnaire for community members had eight sub-items. It asked whether the eight factors (constituting the sub-items) influenced their decision not to send their wards to the schools in their communities. Results from Table 13 reveal that the respondents disagreed to all the factors. On the issue of dangerous school buildings, 92 (about 79%) of the respondents disagreed while 22 (about 19%) agreed and 3 (about 3%) were undecided. Moreover, whereas 91 (about 78%) of the respondents disagreed to the issue of unsafe water at the school premises, 24 (about 21%) agreed and 2 (about 2%) were undecided. Similarly, whereas 82 (70%) of the respondents disagreed to the issue of unavailability of teaching and learning materials, 28 (about 24%) agreed and 7 (6%) were undecided. Another issue was inadequate number of teachers. To this, 90 (about 77%) of the respondents disagreed while 19 (about 16%) agreed and 8 (about 7%) were undecided.

Table 13

Community members' responses on challenges to community participation

| Item | 5 Freq. (%) | 4 Freq. (%) | 3 Freq. (%) | 2 Freq. (%) | 1 Freq. (%) | Total |
|---|---|---|---|---|---|---|
| Dangerous school buildings | 13 (11.1) | 9 (7.7) | 3 (2.6) | 38 (32.6) | 54 (46.2) | 100 |
| Unsafe water in school | 9 (7.7) | 15 (12.8) | 2 (1.7) | 34 (29.1) | 57 (48.7) | 100 |
| Unavailability of teaching and learning materials | 7 (6.0) | 21 (17.9) | 7 (6.0) | 41 (35.0) | 41 (35.0) | 100 |
| Inadequate teachers | 10 (8.5) | 9 (7.7) | 8 (6.8) | 37 (31.8) | 53 (45.3) | 100 |
| Unavailability of water on school premises | 23 (19.7) | 17 (14.5) | 2 (1.7) | 26 (22.2) | 49 (41.9) | 100 |
| Too long a time to benefit from education | 2 (1.7) | 24 (20.5) | 3 (2.6) | 46 (39.3) | 42 (35.9) | 100 |
| Children needed to help work rather than go to school | 2 (1.7) | 15 (12.8) | 3 (2.6) | 34 (29.1) | 63 (53.8) | 100 |
| School not providing what is expected | 5 (4.3) | 16 (13.7) | 5 (4.3) | 48 (41.0) | 43 (36.8) | 100 |
| Education provision is the task of government | 18 (15.4) | 20 (17.1) | 3 (2.6) | 36 (30.8) | 40 (34.2) | 100 |

**Table 13 continued**

| Item | 5 Freq. (%) | 4 Freq. (%) | 3 Freq. (%) | 2 Freq. (%) | 1 Freq. (%) | Total |
|---|---|---|---|---|---|---|
| Parents' level of education making them feel uncomfortable talking to teachers | 43 (36.7) | 39 (33.3) | 2 (1.7) | 21 (18.0) | 12 (10.3) | 100 |
| Parents underestimating their own competence | 56 (47.9) | 53 (45.3) | 0 ( 0.0) | 6 (5.1) | 2 (1.7) | 100 |
| Teachers dislike community involvement | 5 (4.3) | 11 (9.4) | 4 (3.4) | 54 (46.2) | 43 (36.8) | 100 |

Concerning the issue of lack of water on the school premises, 75 (about 64%) of the respondents disagreed while 40 (about 34%) agreed and 2 (about 2%) undecided. Further analysis revealed that to the issue of whether, to the respondents, it was too long a time to benefit from education, 88 (about 75%) disagreed, 26 (about 22%) agreed and 3 (about 3%) were undecided. As regards the issue of whether parents preferred their children helping them with their work to their children going to school, the majority of the respondents, constituting 97 (about 83%), disagreed whereas 17 (about 15%) agreed and 3 (about 3%) undecided.

Concerning the issue of whether the school was not providing what was expected, 91 (about 78%) of the respondents disagreed while 21 (18%) agreed and 5 (about 4%) were undecided. Another item was whether the respondents

believed that educational provision was the task of government. And to this issue, 76 (65%), representing the majority of the respondents, disagreed, while 38 (about 33%) agreed and 3 (about 3%) undecided.

However, concerning whether parents' level of education made them feel uncomfortable talking to teachers, 82 (70%) of the respondents agreed while 33 (about 28%) disagreed and 2 (about 2%) were undecided. As high as 109 (93%) of the respondents agreed that parents underestimated their own competence in educational issues while 8 (about 7%) disagreed.

Concerning the issue of lack of water on the school premises, 75 (about 64%) of the respondents disagreed while 40 (about 34%) agreed and 2 (about 2%) undecided. Further analysis revealed that to the issue of whether, to the respondents, it was too long a time to benefit from education, 88 (about 75%) disagreed, 26 (about 22%) agreed and 3 (about 3%) were undecided. As regards the issue of whether parents preferred their children helping them with their work to their children going to school, the majority of the respondents, constituting 97 (about 83%), disagreed whereas 17 (about 15%) agreed and 3 (about 3%) undecided. Concerning the issue of whether the school was not providing what was expected, 91 (about 78%) of the respondents disagreed while 21 (18%) agreed and 5 (about 4%) were undecided. Another item was whether the respondents believed that educational provision was the task of government. And to this issue, 76 (65%), representing the majority of the respondents, disagreed, while 38 (about 33%) agreed and 3 (about 3%) undecided.

However, concerning whether parents' level of education made them feel uncomfortable talking to teachers, 82 (70%) of the respondents agreed while 33 (about 28%) disagreed and 2 (about 2%) were undecided. As high as 109 (93%) of the respondents agreed that parents underestimated their own competence in educational issues while 8 (about 7%) disagreed.

The last issue looked at under challenges to the community participation was whether teachers were not interested in community involvement in education. To this, as high as 97 (83%) of the respondents disagreed while 16 (about 14%) agreed and 4 (about 3%) were undecided.

It could be seen from Table 13 that the majority of the challenges as stipulated in Beyene at al. (2005) were not considered hindrances to community participation in education in the Akatsi District. This stresses the position of Pena (1995) that parents are optimistic about the economic value of education.

However, it is clear that parents' level of education made them feel uncomfortable talking to teachers. Furthermore, parents lacked confidence in themselves with regard to educational issues. These revelations could explain why parents hardly visited the schools and also hardly interacted with teachers on their children's performance as seen under school-community relationship earlier. This, in effect, foregrounds the position of Uemura (1999) that not all parents and community members are willing to get involved in school activities since some of them have had negative schooling experiences.

Research question 4

In what ways can community participation in education be improved in the district?

An open-ended question was posed to solicit responses from respondents to answer this question as it was under the previous questionnaire looked at.

Table 14

Community members' responses on ways of improving community participation in basic education

| Suggestion | Frequency | Percentage (%) |
|---|---|---|
| Open communication channels between sch. and c'ty | 25 | 21.4 |
| Equipping c'ty leaders with mgt. skills | 36 | 30.8 |
| Supporting SMC financially | 15 | 12.8 |
| Making c'ty understand more about participation | 41 | 35.0 |
| Total | 117 | 100.0 |

It is evident from the table that 25 (about 21%) of the respondents suggested that there should be open communication channel between the communities and the schools and 36 (about 31%) were of the view that community leaders should be equipped with school management skills. Also, 15 (about 13%) suggested that the SMCs should be supported financially and 41

(35%) suggested that the communities should be made to know more about participation in education.

The above revelations go to confirm what the teachers and the heads suggested. The suggestion that there should be an open communication between the schools and the communities could also explain the lack of involvement in community activities on the part of the teachers in that they might not have known about most of the community programmes. In addition to that, it could bring to the fore the reason for the inability of parents to visit the schools often. All these show that for lack of information flow, the schools had not been able to know their communities that well (Asiedu-Akrofi, 1978). Furthermore, the school-community leaders such as PTA and SMC executives also needed to be given some training to enable them to perform their duties well.

Moreover, that the communities needed more education on participation in education makes one understand why parents hardly visited the schools and why their responsibility to the children had been poor. One interesting revelation was that the SMCs should be supported financially. This implies that for lack of financial autonomy, the SMCs had not been performing their roles effectively.

**Analysis of results obtained from district education office workers**

**Research question 1**

**Which roles do community members play in the development of the schools?**

There were three areas considered in answering this question as they are under the two questionnaires looked at above. They are; community provision of

material and financial support, community involvement in school governance and parents' responsibility to their children.

**Community role in school development (provision of material and financial support)**

Results from Table 15 reveal that out of the total of 12 district education office workers selected, 10, representing about 83% agreed that the communities provided accommodation for the teachers. Further analysis revealed that 9 (about 75%) agreed that the communities paid levies towards the development of the schools. Also, 10 (about 83%) agreed that the communities provided labour for school projects, while 8 (about 67%) agreed that the PTAs initiated school development projects. On the other hand, the majority of the respondents (9) representing 75%, disagreed to the item that PTAs had welfare fund for the teachers. Also, 9 (75%) of the respondents disagreed to the proposition that citizens of the communities made donations towards the development of the schools and 7 (about 58%) also disagreed that communities organized fundraising ceremonies for the schools.

The discussion above portrays on one hand that the communities performed certain roles as far as the provision of financial and material support for the schools was concerned. Roles like the provision of accommodation for the teachers, payment of levies towards school projects as well as PTAs initiating school development projects were all performed by the communities. This shows, as put by Uemura (1999), that the communities were providing assistance that could improve educational delivery. This revelation is a confirmation of what was

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indicated by headteachers and teachers on one hand, and SMC and PTA

executives and opinion leaders on the other.

Table 15

District education officers' responses on community provision of financial

and material support

| Item | 5 Freq. (%) | 4 Freq. (%) | 3 Freq. (%) | 2 Freq. (%) | 1 Freq. (%) | Total |
|---|---|---|---|---|---|---|
| Accommodation for trs. | 6 (50.0) | 4 (33.3) | 0 (0.0) | 2 (16.7) | 0 (0.0) | 100 |
| Payment of levies | 5 (41.7) | 4 (33.3) | 1 (8.3) | 2 (16.7) | 0 (0.0) | 100 |
| Donations towards school development | 2 (16.7) | 1 (8.3) | 0 (0.0) | 4 (33.3) | 5 (41.7) | 100 |
| Labour for school project | 6 (50.0) | 4 (33.3) | 1 (8.3) | 1 (8.3) | 0 (0.0) | 100 |
| PTA initiates school dvt projects | 5 (41.7) | 3 (25.0) | 2 (16.7) | 1 (8.3) | 1 (8.3) | 100 |
| PTAs having welfare fund for teachers | 0 (0.0) | 3 (25.0) | 0 (0.0) | 4 (33.3) | 5 (41.7) | 100 |
| C'ty fundraising for schools | 2 (16.7) | 2 (16.7) | 1 (8.3) | 3 (25.0) | 4 (33.3) | 100 |

On the other hand, the scores also confirm the fact that some areas still

needed attention from the communities. The PTAs did not have welfare fund for

the teachers. Moreover, the citizens of the communities did not make donations

towards the development of the schools, neither did they sourced for funds for the

schools through fundraising ceremonies. The inability of the citizens to donate items for the development of the schools could be attributed to the fact that most of the communities in the district were poor especially in the rural areas where most of the community members are themselves, as indicated by Beyene et al, (2005) in their study in Ethiopia, struggling to meet the basic needs of their families. The next issue was community involvement in school governance. The results are presented below.

**District education officers' responses on community involvement in school governance**

The scores as displayed in Table 16 demonstrate that 11 (about 92%) of the respondents agreed to the issue that communities requested for teachers for the schools. Furthermore, 9 (75%) of the respondents agreed to the item that stated that the parents made suggestions towards the development of the schools while 3 (25%) disagreed. Concerning SMCs' reporting teachers who were often absent from the schools, 8 (67%) agreed while 2 (about 17%) disagreed and another 2 (17%) were undecided. Another issue was whether SMCs complained to the office about non-performing teachers. To this, 9 (75%) agreed while 2 (about 17%) disagreed and 1 (about 8%) was undecided. On the issue of SMC involvement in school discipline, in all, 8 (about 67%) agreed to the issue while 2 (about 17%) disagreed and another 2 (17%) were undecided. Also, a total of 8 (about 67%) of the respondents agreed that the community members served on school committees; 2 (about 17%) disagreed and 2 (about17%) were undecided.

Table 16

District education officers' responses on community involvement in school governance

| Item | 5 Freq. (%) | 4 Freq. (%) | 3 Freq. (%) | 2 Freq. (%) | 1 Freq. (%) | Total |
|---|---|---|---|---|---|---|
| Communities request for teachers | 5 (41.7) | 6 (50.0) | 0 (0.0) | 1 (8.3) | 0 (0.0) | 100 |
| Parents making suggestions towards sch. dvt. | 5 (41.7) | 4 (33.3) | 0 (0.0) | 3 (25.0) | 0 (0.0) | 100 |
| SMCs reporting the absenteeism of some teachers to the office | 5 (41.7) | 3 (25.0) | 2 (16.7) | 1 (8.3) | 1 (8.3) | 100 |
| SMCs complaining to the office about non-perfoming teachers | 5 (41.7) | 4 (33.3) | 1 (8.3) | 2 (16.7) | 0 (0.0) | 100 |
| SMC assisting in sch. discipline | 5 (41.7) | 3 (25.0) | 2 (16.7) | 1 (8.3) | 1 (8.3) | 100 |
| C'ty members serving on sch. committees | 3 (25.0) | 5 (417) | 2 (16.7) | 2 (16.7) | 0 (0.0) | 100 |

One could deduce, therefore, from the above that communities in the Akatsi District partook in activities pertaining to school governance. They were

requesting for teachers for the schools, they made suggestions towards the development of the schools, the SMCs checked teacher performance and attendance and they were involving in maintaining school discipline, and members of the communities served on various school committees. This supports the findings of Uemura (1999) that community participation can contribute to education delivery through various channels. This foregrounds the fact that school-community organizations like the PTAs and the SMCs served as channels through which community members reached out to the schools.

**District education officers' responses on parents' responsibility to their children**

Another important aspect considered was parents' responsibility to their children. Results from Table 17 reveal that 9 (75%) of respondents disagreed to the proposition that parents sent their children to school everyday. Further analysis show that a total of 8 (about 66%) of the respondents disagreed that parents sent their children to school on time and 7 (58%) disagreed that parents sponsored extra classes for their children.

This means that parents' direct responsibility to their children, in the areas looked at, was poor. As evident from the table, absenteeism and lateness to the schools were rampant among students in the district. The issue of parents' inability to sponsor extra classes for their children could be understood from the point of view that the government banned the payment of unauthorized fees by parents to schools and for that matter some schools had not been organizing the extra classes. These results further confirm what had been revealed by teachers

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and headmasters on one hand and SMC and PTA executives and opinion leaders on the other.

Table 17

District education officers' responses on parents' responsibility to their children

| | 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| Item | Freq. (%) | Freq. (%) | Freq. (%) | Freq. (%) | Freq. (%) | Total |
| Parents sending their chn to sch everyday | 0 (0.0) | 2 (16.7) | 1 (8.3) | 4 (33.3) | 5 (41.7) | 100 |
| Parents sending their chn to sch on time | 1 (8.3) | 2 (16.7) | 1 (8.3) | 3 (25.0) | 5 (41.7) | 100 |
| Parents sponsoring extra classes for chn. | 1 (8.3) | 2 (16.7) | 2 (16.7) | 3 (25.0) | 4 (33.3) | 100 |

**Research question 2**

**What is the relationship between the schools and the communities?**

As it is under the two questionnaires already looked at, two areas were considered in answering this question: issues concerning the schools and issues concerning the communities.

Table 18

District education officers' responses on school-community relationship (issues pertaining to the schools)

| Item | 5 Freq. (%) | 4 Freq. (%) | 3 Freq. (%) | 2 Freq. (%) | 1 Freq. (%) | Total |
|---|---|---|---|---|---|---|
| Inviting c'ty members to discuss some topics with students | 0 (0.0) | 2 (16.7) | 1 (8.3) | 4 (33.3) | 5 (41.7) | 100 |
| Involving c'ty members in decision-making and implimentation | 4 (33.3) | 5 (41.7) | 1 (8.3) | 1 (8.3) | 1 (8.3) | 100 |
| Parents interacting with teachers on chn.'s performance | 1 (8.3) | 2 (16.7) | 1 (8.3) | 3 (25.0) | 5 (41.7) | 100 |
| Schs discussing problems with c'ties | 4 (33.3) | 5 (41.7) | 1 (8.3) | 1 (8.3) | 1 (8.3) | 100 |
| Involving the c'ties in solving problems | 4 (33.3) | 5 (41.7) | 1 (8.3) | 1 (8.3) | 1 (8.3) | 100 |

The next important aspect the study looked at was school-community relationship. Results from Table 18 show that the majority of the respondents, representing a total of 9 (75%), disagreed that teachers invited some community members to discuss some topics with students. Also, 8 (about 67%) of the

respondents disagreed that parents interacted with teachers on their children's performance whereas 3 (25%) agreed and 1 (about 8%) was undecided. On the contrary, while 9 (75%) agreed that the schools involved the communities in decision-making and implementation, 2 (about 17%) disagreed. The same frequencies and percentages were recorded under the issues of schools discussing problems with the communities and schools involving the communities in solving problems respectively.

It is, therefore, obvious from the table and the discussion above that on the issues pertaining to the schools, the relationship between the schools and the communities could be considered as good. However, it is evident from the table that teachers hardly used community members as resource persons to discuss some topics with the students and parents also hardly interacted with teachers on their wards' performance.

**District education officers' response on school-community relationship (issues concerning communities)**

In contrast to the results on issues concerning the schools, on issues concerning the communities, the majority of respondents, (10) representing a high percentage of 83%, disagreed that teachers took part in communal labour organized by the communities. Other areas that the majority of respondents disagreed to were; schools' organizing clean-up exercises in the communities, schools' organizing tree planting exercises, and schools' taking part in community programmes with a total of 8 (67%) each. This implies that, on issues concerning

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the communities, the relationship was not as it was on the issues pertaining to the schools.

Table 19

District education officers' responses on school-community relationship (issues concerning the communities)

| Item | 5 Freq. (%) | 4 Freq. (%) | 3 Freq. (%) | 2 Freq. (%) | 1 Freq. (%) | Total |
|---|---|---|---|---|---|---|
| Trs taking part in communal labour | 0 (0.0) | 2 (16.7) | 0 (0.0) | 4 (33.3) | 6 (50.0) | 100 |
| Schs organizing clean-up exercises in the c'ties | 1 (8.3) | 1 (8.3) | 2 (16.7) | 5 (41.7) | 3 (25.0) | 100 |
| Schs organizing tree planting in c'ties | 1 (8.3) | 2 (16.7) | 1 (8.3) · | 4 (33.3) | 4 (33.3) | 100 |
| Schs taking part in c'ty programmes | 1 (8.3) | 2 (16.7) | 1 (8.3) | 3 (25.0) | 5 (41.7) | 100 |

All these mean that the communities were cooperating with the schools when the need arose, however the schools were not involved in community activities. There was some segregation between the schools and the communities when it came to schools' involvement in community programmes.

**Research question 3**

What are the challenges to community participation in education in the district?

To elicit responses to answer this question, the researcher used four items. Education officers' responses on the challenges to community participation in education

It could be seen from Table 20 that the majority of respondents, constituting 9 (75%), disagreed to the issue that community members were ignorant about the functions of education while 2 (about 17%) agreed and 1 (about 8%) was undecided. Moreover, the same frequencies and percentages were recorded on the issue of community members not appreciating the objectives of education. On the issue of whether the community members believed that the provision of education was the task of government, 7 (about 58%) of the respondents disagreed whereas 4 (about 33%) agreed and 1 (about 8%) was undecided. The other item was whether the teachers regarded community participation in education as an affront to their professional integrity. To this issue, 8 (about 67%) of the respondents disagreed while 3 (about 25%) agreed and 1 (about 8%) undecided.

What this means is that the above issues were not considered challenges as stipulated by Shaefer (1992) and UNESCO/PROAP (1990). This also confirms the results of teachers and heads on one hand and PTA and SMC executives on the other as looked at earlier. The results are in Table 20 below.

Table 20

District education officers' responses on the challenges to community participation in education

| Item | 5 Freq. (%) | 4 Freq. (%) | 3 Freq. (%) | 2 Freq. (%) | 1 Freq. (%) | Total |
|---|---|---|---|---|---|---|
| C'ty members' ignorance of the functions of the schs. | 1 (8.3) | 1 (8.3) | 1 (8.3) | 5 (41.7) | 4 (33.3) | 100 |
| C'ty members not appreciating the objectives of education | 1 (8.3) | 1 (8.3) | 1 (8.3) | 5 (41.7) | 4 (33.3) | 100 |
| C'ty belief that education provision is the task of govt. | 2 (16.7) | 2 (16.7) | 1 (8.3) | 3 (25.0) | 4 (33.3) | 100 |
| C'ty participation as affront to trs' integrity. | 2 (16.7) | 1 (8.3) | 1 (8.3) | 3 (25.0) | 5 (41.7) | 100 |

Research question 4

In what ways can community participation in education be improved in the district?

As it was for the school staff and the communities, the researcher used an open-ended item to solicit responses from the respondents to answer this question. Table 21 presents the results.

Table 21

Ways of improving community participation in education

| Suggestions | Frequency | Percentage (%) |
|---|---|---|
| More education for sch.s and c'ties on c'ty participation | 5 | 41.7 |
| Open communication channels between the schs. and the c'ties | 4 | 33.3 |
| Educating sch.-c'ty leaders on sch. mgt. | 3 | 25.0 |
| Total | 12 | 100 |

It could be seen from the table that about 42% of the respondents suggested that both schools and communities needed more education on community participation in education and about 30% were of the view that there should be open channels of communication between the schools and the communities. In addition, 25% of the respondents wanted school-community leaders to be educated on school management.

The above revelations are not different from what we got from teachers and heads. That the challenges to education as stipulated by Shaeffer (1992) and UNESCO/PROAP (1990) were not considered challenges means that the above revelations were rather considered as the challenges to community participation in education in the district.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter looks at the overview of the study, summary of the major findings, conclusions, recommendations and areas for further studies.

## Overview of the Study

The issue of community participation in education has received attention over the years. Educational administrators, policy makers and other interested bodies have realized that for effective educational provision and development to be achieved, there is the need to bring on board all the stakeholders; and the community is one of them (Asiedu-Akrofi, 1978; Uemura, 1999, Beyene Gaumnitz Goike & Robbin, 2005). According to Asiedu-Akrofi (1978), education becomes meaningless unless it takes into consideration the interest and participation of the people of the community in which the school is situated.

Successive governments of Ghana since independence have recognized the important roles that communities can play in the provision of education to the people of this country (McWilliams & Kwamena-Poh, 1975; Antwi, 1992; Baku and Agyeman, 2002). In brief, it has been seen that there is a relationship between success of education and community involvement in education especially at the basic level and especially in these days that governments have become handicapped in their ability to provide all the needed support that the schools deserve.

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This study sought to find out how the communities in the Akatsi District involved in educational provision and development. The instrument used for the study was developed after a comprehensive literature review on school-community relationship and community participation in education. The instrument used was the questionnaire and it was pilot tested in the Ketu District of the Volta Region of Ghana using six Junior Secondary Schools and their communities and the Ketu District Directorate of Education. Three sets of questionnaires were used for the pretest and the main study; one for headteachers and teachers, the other for district education officers and another for SMC and PTA executives and other opinion leaders of the communities.

The questionnaire for the headteachers and teachers has one section. It has 35 items which were aimed at eliciting responses from respondents on the roles of communities in the development of the schools, school community relationship, challenges to community participation in education and ways by which community participation in education could be achieved.

The instrument for district education officers also has only one section which comprises 30 items eliciting responses on the areas as stated by the research questions. The instrument for SMC and PTA executives and other opinion leaders also has one section with 34major and 8 sub-items. All the questionnaires have only one open-ended item. the rest of them being close-ended (see Appendix).

Forty schools and their communities were selected with a total of 160 head- teachers and teachers as well as 120 community members. But 39 schools

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and their communities were accessible reducing the data producing sample from 280 to 273 for the schools and the communities. Additionally, 10 circuit supervisors and two education office workers were selected. The overall total data producing sample was therefore, 285 respondents.

The results were inputted into the computer software, SPSS. Simple percentages and frequencies were used in determining the recurrence of each of the issues.

## Summary of Findings

The headteachers and teachers who responded to the items had been at their schools for at least one year. Therefore, it was assumed that they would give a good assessment of community participation in their schools since the researcher made it known to them that it was only teachers who had stayed in their current schools for at least one year who were qualified to respond to the items in the instruments.

A close look at the results reveals that communities in the Akatsi district provided some financial and material support to their schools. They provided accommodation for teachers and paid levies towards school projects. They also provided labour for school projects. Also, the PTAs initiated school projects. However, community members did not make donations for school development neither did communities organize fun raising ceremonies for the schools.

On community involvement in school governance, it was evident that the communities partook in getting teachers for the schools as well as in school discipline. They were also serving on school committees and SMCs were

checking teacher attendance and performance. The people of the communities attended PTA meetings regularly.

It was also found out that parents' responsibility to their children's education was poor. They did not see to the punctuality and regularity of their children to school; neither did they supervise their children's learning at home.

With regard to school-community relationship, it was revealed that communities were involved by the schools in decision making and implementation. The schools also discussed problems with the communities to find common solutions.

Nevertheless, teachers never used community members as resource persons to discuss some topics in the school syllabus with students. Parents did not feel comfortable talking with teachers. Parents too did not visit the schools to discuss their children's performance with teachers. Teachers and schools were also found out to be non-cooperative with the community. Apart from taking part in PTA meetings through which they offered suggestions, parents hardly visited the schools.

With the issue of challenges to community participation in education, the results showed that the stipulations of Shaeffer (1992) and UNESCO/PROAP (1990) were not major challenges to education in the district. Nevertheless, it was found out that some parents' low level of education made them feel uncomfortable talking to the teachers. Also parents did not believe in their own competence.

Finally, it was suggested that the communities and schools needed more education on community participation in education, there should be a free flow of information between the schools and the communities, school-community leaders such as PTA and SMC executives should be given some training in school management and SMCs should be supported financially to enable them function more effectively.

## Conclusions

From the study one could draw the following conclusions.

There was some awareness in the district about the need for communities to participate in education. Communities in the district provided the schools with some financial and material support and partook in some aspects of school governance. There was also some kind of relationship between the schools and the communities even though it was not a fully cooperative system.

The SMCs and PTAs served as the main channels through which the communities and the schools could communicate.

However, there was more to be done to ensure effective community participation in education. Communities did not do well in the performance of their roles towards development of the schools. Moreover, the schools and the teachers did not fully share in the social life of the communities. Teachers did not involve community members in the instructional delivery to the students. Parents' performance of their responsibilities to their children in terms of education was also poor. In short, both schools and communities did not fully understand what community participation entails.

## Recommendations

In the light of the research findings and conclusions, the following recommendations are made for effective community participation in education.

1. Communities should be educated more by the district directorate of education on their roles in the development of the schools.

2. Parents should be educated by the school staff and the district directorate on the need for them to be more concerned about the education of their children. The school staff and the district education office should make the parents to know more about their responsibilities towards their children's education.

3. Teachers should be encouraged by their heads and the circuit supervisors to involve some community members in their instructional delivery. This will make the community members to feel recognized by the schools for them to freely give of their best to the schools.

4. Teachers should be advised by the district directorate of education on the need to get involved in the activities of the communities.

5. The district directorate of education should organize programmes to bring together the schools and the communities. This will help integrate the schools better into the communities.

6. The district directorate of education should constantly assess the relationship between the schools and the communities under its jurisdiction. This will help it identify problems affecting the school-community relationship and take the necessary remedial actions.

7.  The district directorate of education should encourage schools to participate in some activities of their respective communities. This would help communities to easily identify with the schools.

8.  The district directorate of education should have special packages for teachers who could stay in the rural areas for a number of years.

## Suggestions for Further Studies

1.  I suggest that this study be replicated in the district by other researchers in other years to come to find out how the situations identified in this study will become.

2.  The current study was conducted only in the Akatsi District of the Volta Region of Ghana. It is therefore suggested that similar studies should be conducted in other districts of the region and the country as a whole.

3.  Future studies should examine how to promote effective school community relationship with the aim of enhancing effective community participation in education.

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# APPENDICES

## APPENDIX A

## QUESTIONNAIRES

### UNIVERSITY OF CAPE COAST

### INSTITUTE FOR EDUCATIONAL PLANING AND ADMINISTRATION

### QUESTIONNAIRE FOR HEADTEACHERS AND TEACHERS

This study aims at assessing community participation in basic education in Akatsi District. It is a partial fulfillment for the award of a master of philosophy degree. The outcome will, therefore, be used for academic purposes only and your anonymity is assured. Your honest and sincere response will be highly appreciated.

Please indicate the response closest to your view by circling the appropriate number of the following scale for each item.

| PART I: Community Role in School Developmen | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. The community requests for teachers for the school | 5 | 4 | 3 | 2 | 1 |
| 2. The community provides accommodation for teachers | 5 | 4 | 3 | 2 | 1 |
| 3. The community pays levies towards schools projects | 5 | 4 | 3 | 2 | 1 |

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| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|

4. Parents sponsor extra classes for pupils     5   4   3   2   1

5. The citizens of the community make donations

    towards school development     5   4   3   2   1

6. The school depends on the community for

    labour force for its projects     5   4   3   2   1

7. Community members make suggestions towards the

    development of the school     5   4   3   2   1

8. Parents see to it that their children do not absent

    themselves from school     5   4   3   2   1

9. Parents see to it that children go to school on time    5   4   3   2   1

10. The Parents-Teacher Association (P.T.A.) initiates

    school development projects     5   4   3   2   1

11. The School Management Committee assists the

    school administration to enforce discipline in

    the school.     5   4   3   2   1

12. The community holds fundraising ceremonies

    for the school     5   4   3   2   1

13. Community members serve on various school

    Committees such as sports, health,

    discipline, etc.     5   4   3   2   1

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 14. The PTA has welfare fund for teachers | 5 | 4 | 3 | 2 | 1 |
| 15. Parents regularly partake in PTA meetings | 5 | 4 | 3 | 2 | 1 |
| 16. School management Committee (SMC) checks teacher attendance | 5 | 4 | 3 | 2 | 1 |
| 17. SMC checks teacher performance | 5 | 4 | 3 | 2 | 1 |
| 18. Parents supervise their children's learning at home | 5 | 4 | 3 | 2 | 1 |
| 19. Parents have part time teachers for their children | 5 | 4 | 3 | 2 | 1 |

## PART II: School-Community Relationship

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 20. The school invites some community members as resource persons to discuss some topics with the students. | 5 | 4 | 3 | 2 | 1 |
| 21. The school involves community members in decision making and implementation | 5 | 4 | 3 | 2 | 1 |
| 22. Parents interact with teachers on their children's performance | 5 | 4 | 3 | 2 | 1 |
| 23. The school discusses with community members issues affecting the school and find common solutions. | 5 | 4 | 3 | 2 | 1 |
| 24. The school organizes clean up exercises in | | | | | |

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| the community | 5 | 4 | 3 | 2 | 1 |
| 25. The school organizes tree planting exercise in the community | 5 | 4 | 3 | 2 | 1 |
| 26. The school takes active part in programmes organized by the community | 5 | 4 | 3 | 2 | 1 |
| 27. Teachers take part in communal labour organized by the community | 5 | 4 | 3 | 2 | 1 |
| 28. Parents visit the schools often | 5 | 4 | 3 | 2 | 1 |

## PART III: Challenges to community participation in Basic Education

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 29. The community members are ignorant about the functions of the school. | 5 | 4 | 3 | 2 | 1 |
| 30. The community members do not appreciate the over all objectives of education | 5 | 4 | 3 | 2 | 1 |
| 31. The community believes that education is essentially the task of government | 5 | 4 | 3 | 2 | 1 |
| 32. Parents underestimate their own competence | 5 | 4 | 3 | 2 | 1 |
| 33. Parental involvement in education undermines my professional integrity | 5 | 4 | 3 | 2 | 1 |
| 34. Community members fail to recognize the problems of the school | 5 | 4 | 3 | 2 | 1 |

PART IV: Ways of improving community participation in basic education in the district

35. Suggest three ways by which community participation in education can be improved...............................................................................................

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# APPENDIX B

## UNIVERSITY OF CAPE COAST

## INSTITUTE FOR EDUCATION PLANNING AND

## ADMINISTRATION

## QUESTIONNAIRE FOR DISTRICT EDUCATION OFFICERS

This study aims at assessing community participation in basic education in Akatsi District. It is a partial fulfillment for the award of a master of philosophy degree. The outcome will, therefore, be used for academic purposes only and your anonymity is assured. Your honest and sincere response will be highly appreciated.

Please indicate the response closest to your view by circling the appropriate number of the following scale for each item.

**PART I: Community Role in School Development**

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. The community requests for teachers for the schools | | | | | |
| 2. The communities provides accommodation for teachers | 5 | 4 | 3 | 2 | 1 |
| 3. The communities pay levies towards school projects | 5 | 4 | 3 | 2 | 1 |
| 4. Parents sponsor extra classes for | 5 | 4 | 3 | 2 | 1 |

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 5. The citizens of the communities make donations towards school development | 5 | 4 | 3 | 2 | 1 |
| 6. The schools depend on the community for labour force their projects | 5 | 4 | 3 | 2 | 1 |
| 7. Community members make suggestions towards the development of the schools | 5 | 4 | 3 | 2 | 1 |
| 8. Parents see to it that their children do not absent themselves from school | 5 | 4 | 3 | 2 | 1 |
| 9. Parents see to it that children go to school on time | 5 | 4 | 3 | 2 | 1 |
| 10. The Parents-Teacher Associations (P.T.A.) initiate school development projects | 5 | 4 | 3 | 2 | 1 |
| 11. The School Management Committees assists the Schools' administrations to enforce discipline in the school | 5 | 4 | 3 | 2 | 1 |
| 12. The communities hold fundraising ceremonies for the schools | 5 | 4 | 3 | 2 | 1 |
| 13. Community members serve on various school communities such as sports, health, discipline, etc | 5 | 4 | 3 | 2 | 1 |
| 14. The PTAs have welfare fund for teachers | 5 | 4 | 3 | 2 | 1 |
| 15. SMCs report to the office about the absenteeism of some teachers | 5 | 4 | 3 | 2 | 1 |

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| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|

16. SMCs complain to the office about

non-performing teachers — 5 4 3 2 1

## PART II: School-Community Relationship

17. The schools invite some community members as

resource persons to discuss some topics with

the students — 5 4 3 2 1

18. The schools usually involve community members

in decision making and implementation — 5 4 3 2 1

19. Parents interact with teachers on their children's

performance. — 5 4 3 2 1

20. The schools discuss their problems

with the communities — 5 4 3 2 1

21. Teachers take part in communal labour

organized by the communities — 5 4 3 2 1

22. The schools organize clean-up exercises

in the communities — 5 4 3 2 1

23. The schools organize tree planting exercises

in the communities — 5 4 3 2 1

24. The schools take active part in programmes

organized by the communities — 5 4 3 2 1

25. Schools involve communities in solving

problems of the schools — 5 4 3 2 1

PART III: Challenges to community participati

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 26. The community members are ignorant about the functions of the schools | 5 | 4 | 3 | 2 | 1 |
| 27. The community members do not appreciate the objectives of education. | 5 | 4 | 3 | 2 | 1 |
| 28. The communities believe that education is essentially the task of government | 5 | 4 | 3 | 2 | 1 |
| 29. Teachers regard parental involvement in educational management as an affront to their professional integrity | 5 | 4 | 3 | 2 | 1 |

PART IV: Ways of improving community participation in basic education in the district

30. Suggest three ways by which community participation in education can be improved.

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APPENDIX C

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND

ADMINISTRATION

QUESTIONNAIRE FOR PARENTS, SMC AND PTA EXECUTIVES

AND OTHER OPINION LEADERS OF THE COMMUNITY.

This study aims at assessing community participation in basic education in Akatsi District. It is a partial fulfillment for the award of a master of philosophy degree. The outcome will, therefore, be used for academic purposes only and your anonymity is assured. Your honest and sincere response will be highly appreciated.

Please indicate the response closest to your view by circling the appropriate number of the following scale for each item.

| PART I:  Community Role in School Development | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. The community requests for teachers for the school | 5 | 4 | 3 | 2 | 1 |
| 2. The community provides accommodation for teachers | 5 | 4 | 3 | 2 | 1 |
| 3. The community pays levies towards schools projects | 5 | 4 | 3 | 2 | 1 |
| 4. Parents sponsor extra classes for pupils | 5 | 4 | 3 | 2 | 1 |
| 5. The citizens of the community make donations towards school development | 5 | 4 | 3 | 2 | 1 |
| 6. The school depends on the community for labour force | | | | | |

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| their projects | 5 | 4 | 3 | 2 | 1 |
| 7. SMC checks teacher attendance | 5 | 4 | 3 | 2 | 1 |
| 8. Parents encourage their wards to learn at home | 5 | 4 | 3 | 2 | 1 |
| 9. SMC checks teacher performance | 5 | 4 | 3 | 2 | 1 |
| 10. Parents make sure their children go to school every day | 5 | 4 | 3 | 2 | 1 |
| 11. Community members make suggestions towards school development | 5 | 4 | 3 | 2 | 1 |
| 12. Parents see to it that children go to school on time | 5 | 4 | 3 | 2 | 1 |
| 13. The Parents have part time teachers for their children | 5 | 4 | 3 | 2 | 1 |
| 14. The School Management Committee assists the school administration to enforce discipline in the school | 5 | 4 | 3 | 2 | 1 |
| 15. The Parent-Teacher Association (PTA) initiates school development projects | 5 | 4 | 3 | 2 | 1 |
| 16. Parents supervise their children's learning at home | 5 | 4 | 3 | 2 | 1 |
| 17. The communities hold fundraising ceremonies for the schools | 5 | 4 | 3 | 2 | 1 |
| 18. Community members serve on various school communities such as sports, health, discipline, etc | 5 | 4 | 3 | 2 | 1 |

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|

19. The PTA has welfare fund for teachers

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 19. The PTA has welfare fund for teachers | 5 | 4 | 3 | 2 | 1 |

PART II: School Community Relationship

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 20. The schools invite some community members as resource persons to discuss some topics with the students | 5 | 4 | 3 | 2 | 1 |
| 21. The community members are usually involved in decision making and implementation by the school | 5 | 4 | 3 | 2 | 1 |
| 22. Parents interact with teachers on their children's performance. | 5 | 4 | 3 | 2 | 1 |
| 23. The school discusses with community members issues affecting the school to find common solutions. | 5 | 4 | 3 | 2 | 1 |
| 24. Parents visit the school often | 5 | 4 | 3 | 2 | 1 |
| 25. Teachers take part in communal labour organized by the community | 5 | 4 | 3 | 2 | 1 |
| 26. The school organizes clean-up exercises in the community | 5 | 4 | 3 | 2 | 1 |
| 27. The school organizes tree planting exercises in the communities | 5 | 4 | 3 | 2 | 1 |
| 28. The school takes part in programmes organized by the communities | 5 | 4 | 3 | 2 | 1 |

## PART III: Challenges to community participation in Basic Education

| 29. The following factors influence by decision not to send my children to the school in my community | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 29.1. School buildings are dangerous | 5 | 4 | 3 | 2 | 1 |
| 29.2. Water on school premises is unsafe | 5 | 4 | 3 | 2 | 1 |
| 29.3. Teaching and learning materials are not available in the school | 5 | 4 | 3 | 2 | 1 |
| 29.4. There are very few teachers in the school | 5 | 4 | 3 | 2 | 1 |
| 9.5 It takes too long a time to benefit from education | 5 | 4 | 3 | 2 | 1 |
| 29.6. I need my children to help me with my work rather than go to school | 5 | 4 | 3 | 2 | 1 |
| 29.7. The school is not providing what I expect from education | 5 | 4 | 3 | 2 | 1 |
| 29.8. There is no water on school premises | 5 | 4 | 3 | 2 | 1 |
| 30. Provision of education is essentially the task of government. | 5 | 4 | 3 | 2 | 1 |
| 31. Parent's level of education makes them feel uncomfortable talking to teachers. | 5 | 4 | 3 | 2 | 1 |

32. Teachers are not interested in community

|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|

involvement in school affairs.      5   4   3   2   1

33. Parents underestimate their own competence

in educational issues      5   4   3   2   1

**PART IV: Ways of improving community participation in basic education in the district.**

34. Suggest three ways by which community involvement in education can be improved.

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# APPENDIX D

## Crombach's Alpha Reliability Test

| | Cronbach's Alpha | No of items |
|---|---|---|
| Questionnaire for teachers and heads | .8270 | 35 |
| Questionnaire for SMC and PTA executives and opinion leaders | .7480 | 41 |
| Questionnaire for district education officers | .8763 | 30 |