

UNIVERSITY OF CAPE COAST

COMMUNITY PARTICIPATION IN RURAL SECONDARY SCHOOLS IN
THE ATWIMA MPONUA DISTRICT OF ASHANTI REGION

BY

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of the Faculty of Education, University of Cape Coast, in partial fulfillment of the
requirements for award of Master of Education Degree in Educational
Administration

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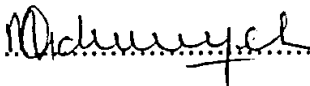
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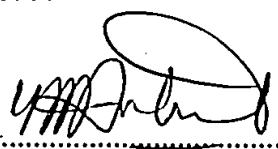
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I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

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ABSTRACT

The study sought to look at community participation in rural secondary schools in the Atwima Mponua District of Ashanti. It examined contributions and views of parents, the local community and the various functionaries in the areas of community participation.

The study used descriptive survey method and data were collected from respondents through questionnaire. The population was made up of the headmasters of the two Senior Secondary Schools, teachers, parents, members of the Boards of Governors and some opinion leaders. Frequencies and percentages were used to present the results. The study revealed that the community had positive attitude towards community participation in education in the district. They contributed mostly through the provision of building materials and communal labour. It was found out from the study that the community was generally involved in decision making in the schools. This was mostly done through the Board and PTA.

Despite the level of involvement of the community in the community in the management of the schools, there is the need for continuous public education on community participation. This could be done at functions like Speech-Days and school durbars. Churches and past student associations are to be encouraged to get involved in the management of schools.

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DEDICATION

I dedicate this work to my caring husband, Dave.

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	ix
CHAPTER	
ONE INTRODUCTION	1
Background to the study	1
Statement of the Problem	8
Purpose of the Study	9
Research Questions	10
Significance of the Study	10
Delimitations	11
Limitations	11
Definition of Terms	11
Organization of the Study	12
TWO REVIEW OF RELATED LITERATURE	14
School Community Relationship	14
Importance of School and School Relationship	22

Community Participation	25
Decentralization	28
Benefits of Decentralization	29
Community Concept as Practice in Ghana	31
Community Participation in School Programme	36
Summary	37
THREE THE RESEARCH METHODOLOGY	39
Research Design	39
Population of the Study	39
Sample and Sample Technique	40
Research Instrument	41
Data Collection Procedure	42
Data Analysis Plan	43
FOUR RESULTS AND DISCUSSION	44
Characteristics of Respondents	44
Community Participation in the provision of education	47
Communities Contribution towards School Initiated Projects	47
Communities' Participation in District Initiated Projects	48
Educational Background and Roles in Child's Schooling	49
The Level of Involvement of the Community in Decision Making	
Process in the School	51

Teachers Views on Community involvement in the Decision Making	
Teachers Willingness to Implement Community's Suggestions	53
Occupation and Role in School Administration	55
The Nature of the Support Services the Community Renders to the School	56
Provision of School Facilities	57
Contribution of Identifiable Organs in the Community towards District Projects	58
Methods of Fund Raising	59
Other Sources of Funding	60
FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	61
Overview of the Study	61
Summary of findings	62
Conclusions	63
Recommendations	64
Suggestions for further studies	65
REFERENCES	66
APPENDICES	70
A Questionnaire for Headmasters, Teachers, Circuit Supervisors, District Director of Education	70
B Questionnaire for parents, BOG, PTA and some selected members in the community	75

LIST OF TABLES

Table	Page
1. Educational Qualification	45
2. Ranks of Respondents	46
3. Communities Contributions toward School Initiated Projects	47
4. Community Participation in District Initiated Projects	49
5. Educational Background and Roles in Child's Schooling	50
6. Teachers Reactions to Issues the Community Suggest	52
7. Teachers Willingness to Implement Communities Suggestions	53
8. Interaction of BOG with the DEO	54
9. Occupation and Role in School Administration	56
10. Communities Provision of School Facilities	57
11. Communities Contributions from the Organs of District Projects	58
12. Methods used by the Communities to Raise Funds	59
13. Other Sources of Funding	60

CHAPTER ONE

INTRODUCTION

Background to the Study

The school is a small part of the community in which it functions. It is the society that provides and shapes its policies and finances it. The school exists to satisfy the social needs of the society such as producing literate population and transmitting the society's culture to the young. If the society fails to provide policies, materials, financial and moral support, the school cannot function. Alternatively, if the school produces people who do not fit into the society, there will be chaos in the society, which invested in it. The school and the society are therefore, interdependent (Annoh, 2005). The community plays a role over the school, primarily through agencies such as the Board of Governors (BOG), Parent Teacher Associations (PTA), District Assemblies, Non-Governmental Organizations (NGOs), Past Students Associations, Business Organizations, Chiefs and Elders in the community, Individual philanthropists among others. These agencies have authority to assist the Head of Institution in the administration of the school, which also make them exert some sort of influence on the school informally.

From pre-colonial times to the present, various governments in Ghana have made frantic efforts to develop education in the country. This is based on the fact that education is universally considered to be the bedrock of development. It is recognized that the social, economic, political and cultural development of nations depend on the quality and level of education their citizens have. The crucial role-played by education in

have. The crucial role-played by education in developing human resource for both personal fulfillment and social advancement is an indisputable fact recognized the world over (Anamuah-Mensah, 1995).

The provision of education for the development of human faculties takes various forms among which are formal education, on-the-job training and adult literacy programmes (Ankomah, 1998). The purpose of education at the basic level is to introduce the child to literacy skills and basic vocational skills for life (Owusu, 1998). One of the most important duties of a state is therefore, to ensure the supply and maintenance of an adequate system of education for all children of school going age. Indeed, various efforts have been made over the years by Governments to create access to education and strengthen its administrative structures.

On attainment of independence, Ghana, like many other African and developing nations, embarked on education expansion programme. The Accelerated Development Plan of Education of 1951 and the Education Act of 1961 were both meant to increase access to education (Graham, 1976). The same objective guided the New Educational Reforms in 1987, which were to predispose the children at the basic level of schooling to basic skills so that the skills could be improved upon when they leave school. In furtherance of this objective, the curricula were expanded to include Technical, Vocational, Business, Agricultural Science, General Arts and Science. The reforms enabled more pupils to gain access into secondary schools. It was realized that the then existing secondary schools could not absorb all the graduates from Junior Secondary Schools, yet the government wanted to place secondary education at the door steps of Ghanaians qualified to enter that level of education. As a result of this noble intention, community Senior Secondary schools were brought into existence.

According to the Ministry of Education (1998), Community participation should have

According to the Ministry of Education (1998), Community participation should have an impact on educational objectives. It states clearly that the community participation would ensure that there are adequate and fairly-distributed infrastructural facilities for the increase number of students who will need admission to Senior Secondary Schools and also' to ensure that as much as possible they attend day schools to cut down cost" (p. 1).

According to the Ghana Education Service (1991), communities which have applied for the opening of new senior secondary schools in their localities or the absorption of existing private schools into the public as Senior Secondary Schools were to have some basic facilities in their respective institutions. Basic facilities that should be available are:

- i. Classrooms
- ii. Classroom furniture
- iii. Workshop / laboratories
- iv. Office for the Headmaster and Assistant
- v. General office
- vi. Library
- vii. Staff Common Room
- viii. Playing field
- ix. Toilet, water, electricity and
- x. Residential Accommodation for staff

Additionally, the minimum number of students within the catchments area for a school, covering approximately eight miles (12.8km) radius should be 60 or more.

Another consideration was whether there are other Senior Secondary Schools nearby which would not make the new school viable.

It was not surprising that when the Provisional National Defence Council (PNDC) found the political will and courage to implement the Educational Reform Programme in 1987, the government deemed it necessary to enter into partnership with the communities in the delivery of education. With an ailing national economy at that time, it was very necessary that the communities were needed to help the programme succeed in view of the enormous financial burden the programme carried.

The Educational Reform Programme was to make education more relevant to the needs and aspirations of the nation. This brought about the participation of communities and it yielded positive dividends, asserted by the then secretary for Education, Dr. Mohammed Ben Abdallah, speaking on "Challenges facing Ghanaian Education Today at the 38th Annual New Year School organized by the Institute of Adult Education in Accra. Dr. Abdallah noted that "whatever programme is initiated by way of improving the educational sector, we must be willing and able to sustain, through community participation, strict fiscal probity, creative innovation and patriotic commitment and Discipline" (Daily Graphic. Jan. 5, 1987).

The communities also responded to the big challenge thrown by the government see the Education Reform succeed. Many communities throughout the country set up community secondary schools, especially in the rural areas. Some towns and villages made per head contributions in cash or kind to get the programmes started. Special fund Raising or Annual Harvest organized by some towns and villages supported the construction of school buildings.

For effective control and management of the schools the Policy of school management committees (SMC) for basic school and the Board of Governors (BOG) for secondary schools was re-enforced by the Ghana Education Service (GES). The following specifications were stipulated in the constitution of school management committees or Board of Governors (BOG).

The Board is made up of:

A representative of the Director General

The Head of the Institution

One representative of the Parent-Teacher Association

Two representatives of the Past students' Association.

Two representatives of the staff (one teaching and the other non-teaching)

Two members to represent historical interest (mission or founder)

The Regional Director/his or her representative.

The District Director/his or her representative

Two representatives from the District/Municipal or Metropolitan Assembly.

Boards of Governors are statutory bodies established under the Education Act, 1961 (Act 87). They are established to control second cycle Institutions. The Boards are guided by a constitution made by the minister for Education.

The Board whose tenure of office lasts for a three years has as its main function, the control of the general policy of the school. The Board of Governors is composed of the members in the community. This shows that the school is for the community and the community is for the school.

The school needs to understand and develop a good working relationship with

the community that patronizes it. In this wise the school would win the support, sympathy and co-operation of all stakeholders in the community. This would in turn assist the school administrator in his/her work.

In recent years, according to Owusu (1998) more effective practice of the policy of decentralization, coupled with the development of the community school idea in Ghana has placed a greater amount of financial responsibility on Local Authorities. They are responsible for the provision and maintenance of school buildings, furniture and supply of other forms of equipment for basic schools and to some extent for secondary schools, especially, newly established community secondary schools.

The school needs resources to perform and this will help the school administrator to effectively run the school so that the school will achieve its goals or objectives. Thus, the performance of the school academic work will improve through the availability of resources, good supervision and discipline.

Since the inception of the newly established community Senior Secondary Schools, the government has emphasized community participation. As cited by Chartey and Associates (2002) "Government in the past did not involve the communities in the design, planning, implementation and management of education. For effective management and sustained development, however, the communities should be actively involved in the design, planning, implementation and management of education" (p. 13).

According to Asiedu-Akrofi (1978) the essence of community participation is that the people become aware that the plan is their own and they would be committed

to its success. When local people are engaged in education decision-making they are likely to encourage some programmes that emphasize their culture. There would be co-operation between the school administration and the community, which would forge a good working relationship. The members in the community would develop a sense of identifying themselves with the school and would want to own it.

Community participation in education is in line with the decentralization policy, which was meant to shift significant responsibilities, authority and accountability to the district and the community level. Frimpong (1999) says that decentralization involves the transfer of powers and functions from the national level to the Regional and district or local levels. This would strengthen district capacity building. The local government which began in 1987 were aimed at transferring power from the Central government to local government in order to promote popular participation in development. The local government Act 462 further emphasizes government's resolve to eliminate over centralization of Government functions.

The Ghana Education Service (GES) in its own internal re-organization, in line with the policy of decentralization has had to delegate more management responsibility from the Headquarters to the Regional, District and School levels. With the concept of decentralization, community participation in education in educational delivery activities would be effective. In the long term, it would encourage the utilization of resources at the local level and lead to community development.

Most of the good and preferred schools in the Ashanti Region are found in the Urban Centers. It seems they are more preferred by parents to the rural community secondary schools. Even those in the rural communities prefer to send

their wards to the schools for one reason or the other. From general observation, unlike the rural communities, the urban communities, which have a greater percentage of people who are literate and better understand education, give serious attention and support to their schools in terms of school buildings, expansion of some school structures like dinning Hall, Assembly Hall, provision of school clinics, school vehicles, library books, building of concrete walls to secure school compound and the supply of Teaching and learning materials like books and computers. The urban communities contribute immensely to support their schools through attending PTA meetings. They offer good suggestions to the school administration and staff because of the right attitude most people in such communities have; they feel they own the schools. These and other factors combined had most of the urban secondary schools grow quantitatively and qualitatively. Some these schools in the urban elite communities are now termed as, "well endowed schools" and everyone wants to send his/her children there as against the rural community schools. Most of the rural community secondary schools, unlike their urban counterparts do not get the needed attention, the right attitude and support from the communities.

Statement of the Problem

Several attempts have been made over the years to involve the communities in education process in the country. The involvement of which is in the area of education funding. It is an indisputable fact that the government alone cannot fund education in Ghana. Even though the percentage of Government annual budget that goes into education is very high, it is still not adequate. No one can dispute the fact that the

level of education is rising very high. Since the introduction of the new educational reforms, many communities have been seriously participating in education in their areas while other communities are very apathetic to the government call of community participation in education.

The issue here is whether rural communities of Atwima Mponua involve themselves actively in the programmes of rural community secondary schools in their localities. Do parents participate in the PTA meetings and other activities in the schools? Do communities provide for the schools the needed facilities like land for school building, agriculture and play field, provision of classrooms, teachers' residential accommodation, and school bus, among others? Are school Parent Teachers Association (PTAs) and Board of Governors (BOGs) well organized? The study was therefore intended to investigate the extent of involvement of community participation in the rural community secondary schools in the Atwima Mponua District in Ashanti.

Purpose of Study

This study sought to collect and analyse information that can help explain the different types of participation and collaboration towards the participation of communities in the Atwima Mponua District in the management of Community Senior Secondary Schools in the district. It specifically examines contributions and views of parents, the local community and the various functionaries in the areas of community participation on:

1. How the control of available resources is carried out in the school
2. The involvement of parents, communities and other stakeholders in education

in terms of provision of resources to improve teaching and learning.

Research Questions

The following research questions have been formulated to guide the study.

1. What is the extent of community participation, PTA and Board of Governors towards educational provision of their wards?
2. What is the level of involvement of the community in the decision-making process of the school?
3. What is the nature of the support services the community renders to the school?

Significance of the Study

The study is of great educational significance. It would identify areas where community participation in school administration had some success or failures in the management of rural second cycle schools in the Atwima Mponua District in the Ashanti Region.

From the recommendations and suggestions that would be made, educational administrators in the Atwima Mponua district education would be in a better position to assess the effectiveness of community schools in their area. It would also accord them the possible ways of restructuring the management of such schools. The study would also serve as a body of knowledge on the role of community participation in the effective management of second cycle schools in the district.

Delimitations

Considering the large number of town and village communities within the district, only the Nyinahin and Mpasatia communities could be selected for the study. It was not possible to cover all the towns and villages. The groups and individuals who were involved in the study were the headmasters, Board members, PTA office holders, parents, assemblymen, and some opinion leaders. The study is delimited to community participation in school management.

Limitations

The study was limited in scope since it involved only two Senior Secondary Schools. A more credible and detailed study would have been done if a wider area of study had been covered. This might have affected the generalization of the findings. All the items on the questionnaire were close-ended type which did not allow the respondents to give detail information. This might have affected the results of the study.

Definition of Terms

The various terms and expressions used in this study are defined as follows:

Community: The term community refers to the people living in one place, district or country considered as a whole. Every community is regarded as a social unit or a group of people living together in a place, district or country.

Participation: This specifically refers to the involvement of communities in the provision of human and material resources in their school development and administration.

Administration: It refers to management and supervision of senior secondary school.

Community mobilization: This is bringing people within a community together, equipping them with knowledge, attitudes, skills and resources (financial, human, material) to enable them perform tasks as expected of them.

Decentralization: This refers to the transfer of powers and function from the national to the local level.

Infrastructure facilities: They refer to structures which help schools to function effectively, such facilities are; school building, Dormitories, Libraries, Dining Halls and others that are provided for the management of the school.

Working relationship: The school and the community have a common object providing equality education to the individual which will in turn bring about development in the community. This, therefore, makes the two work together to achieve such objectives.

Stakeholders: All those who have a vested interest in education such that its success or improvement matters to them. Examples of such people are. Government, parents, community, students among others.

Community schools: Schools, which are put up and managed by a group of, people who live in a particular area or locality.

Organization of the Study

The study is organized under five chapters. The first chapter deals with the background of the study. It includes statement of the problem, purpose of the study research questions, and significance of the study, delimitations, limitations and definition of terms.

Chapter two covers review of related literature. The third chapter discusses

methodology. It also deals with the design, population, sample and sampling procedure, instrument, data collection procedure and data analysis plan.

Chapter four looks at discussion of results and the last chapter presents the summary of the study, findings, conclusions, recommendations and suggestion for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The idea of community participation has been highlighted in Ghana since the introduction of the educational reform of 1987 and particularly, since the birth of the Free Compulsory Universal Basic Education (FCUBE). These reforms have introduced a number of schools commonly known as community schools. The communities are, therefore, supposed to provide assistance to these schools. The chapter presents the reviews of some aspects of community participation in the educational provision. Some aspects of school community relationships are as follows:

School community relationship

Importance of school and community relationship

Community participation

Decentralization policy

Benefits of decentralization

Community concept as practiced in Ghana

Community participation in the secondary school

School - Community Relationship

A school according to the concise oxford dictionary is an institution that educates or gives instructions, especially for children under 19 years of age or for a level of institutions. A school includes college, polytechnic, or university.

According to Mankoe (2002), community refers to all the people living in a specific locality, and codified by common interests. Important constituents in the

community include traditional rulers individual citizens, voluntary organization business concerns, institutions of higher education, parents and external organization.

The Commonwealth Secretariat (1993) refers to the term community as a group of people living in one place or its locality such as a village or a town, or it may refer to a group of persons having the same or similar interests. It continues to state that communities are naturally interested in their own well being and survival, and so have a keen interest in their offspring or new recruits, hence they attempt to share things in common by handing over the knowledge, values, and skills which are special to their group.

To Blau and Scot (1962) communities are organized around relationship and the felt interdependence that nurture them. They create social structures that unify and bind them to a set of shared values and ideas. The communities are defined by their centres of value, sentiments and beliefs that provide the needed confidence for creating the sense of "we" from "I".

Musaazi (1982) state that in order to make the link between the school and the community more meaningful, the school has to be in close relationship with the community so as to obtain the moral, financial and material support, which the community gives to the school. The school should therefore operate as a nucleus for the element of the community. The interrelationship between the school and the community understanding of the influence of one upon the other should also be organized. He maintains that the school should be willing to take on and abandon actions and services in the light of changing needs and developments within the community and should resist from becoming a static institution.

According to Musaaazi (1982), community participation in school management can also take the form of the community providing housing for teachers, and students, land for gardening and sports while economically the community can provide labour for school buildings, giving financial help for new school projects and providing materials and furniture to the schools.

Musaaazi sees the community as a means of providing general services that can maintain school facilities, providing watch dog to look after school property and lending equipment to the school when the need arises. Such observations tend to make community participation essential in the realization of good school administration. Moreover, community participation requires enough information from the teachers to the projects and vice versa. The community can put at the disposal local facilities such as cottage industry, farms, national parks, and Commercial centers as a means of making learning practicable and not alien in the locality. The school is intended to promote social change in the locality of the community with its human and physical resources can be organized and utilized to facilitate school-community relationships.

Musaaazi (1982) sees the school as a planned social institution, which acts as an instrument of society for teaching the young ones. In this institution, the interest of both adults and children with the school converge with those of parents and citizens outside it. He states that education is an activity, which involves the co-operation of teachers, parents, children and the community as a whole. Parents are naturally interested in the education of their children and would want to know who is doing the teaching, what is being taught and how well it is being taught. He confirms that as long as parents are

assured that all is going well, they usually have little to say. But when uncertainties arise about the progress of their anxiety and that of the community as a whole, they usually freely express their views. Musaazi (1982) contends that the school, through its head teacher, staff and pupils, could harmonize home, school and community interests, resources agencies, materials and institutions for the benefit of both pupils and the community.

There are various ways to bring parents and community members closer to schools, which they serve, including:

- a. Minimizing discontinuities between schools and communities;
- b. Minimizing conflicts between schools and communities, teachers and parents and what is taught in schools and what is taught at home;
- c. Making easy transition of pupils going from home to school;
- d. Preparing pupils to engage in learning experiences and
- e. Minimizing cultural shock of new entrants to schooling.

Where schools are perceived as authoritarian institutions, parents and community members do not feel welcomed to participate in their children's educations. They feel that education is something that should be taken care of by educational professionals.

Asiedu-Akrofi (1978) on the other hand views the school as social institution which is built to perpetuate a society's value, ideas, and beliefs. To him, in order to strike a cordial relationship with the community, the school should serve as an instrument of change. Parents must be informed of the changes in school programmes and curricula. This is to avoid parental ignorance and suspicions in their wards' education. Good school community relationship according to Asiedu-Akrofi (1978) depends largely on the

school knowing the people. The school authorities must make it their priority to identify the problems and aspirations of the people and to plan its activities to suit them. The school must have precise aims and objectives and be able to carry community confidence with it. The children who are the bridge between the school and the community must be encouraged to share in the community life and be a source of information to and from school.

Asiedu-Akrofi continues by saying that in Europe and most 'Western' state schools are complementary to the home and the community. The members of the community are not only involved in the provision of facilities, but are also concerned with policies that provide the framework for the management of schools. Such observation cannot be said to be applicable to most schools in Ghana. Schools in Ghanaian villages are supposed to fit better into the communities in which they are located than schools in urban areas because of the heterogeneous nature of the urban population. Asiedu-Akrofi reiterates that good school community relations reinforce people's belief in education, and asserts that the community establishes confidence in education by providing quality instructional programmes for the children.

Asiedu-Akrofi (1978) contends further, that it is only when community members are impressed by such instructional programmes that they become motivated and give their support to champion the cause of education. He states further that activities like open days, sports, PTA meetings and cleaning-up exercises should tap public feelings about the school. Detailed school report is also an aspect of good communication between schools and parents. Children are to have a sense of responsibility, punctuality, good behaviour and self-discipline. To him the success

of the school would be seen by the community through such attitudes.

This is strongly supported by Houghton and Tregear (1969) by observing that if the school is to succeed, its aims and objectives as well as its methods will have to be fully explained in order to secure the full cooperation of the parents which is vital to success but which will have no firm foundation unless it is based on understanding. This understanding is particularly important because of the effect the school will have, through the children, on their parents their homes and their whole community.

The most effective way of involving the adults of the community in support of the school, Houghton and Tregear pointed out, is to make them participants in the education of their children, and to get them to realize through personal experience that the school can be the source for new knowledge, ideas and skills which can lead to improvement in the quality of life. They maintain further "that no teacher could meaningfully play his or her role of amateur unless he or she has been accepted by and gained the trust of the local people among whom he or she worked" (p.19 - 21). He however, points out that parents and community members are willing to get involved in school activities. Some have had negative schooling experiences themselves, some are illiterates and do not feel comfortable talking to teachers and getting involved in any kind of school activities. They feel they do not have control over the school. Some parents and families are not willing to collaborate with schools because they cannot afford to lose their economical labour by sending their children to school. Even though they see the benefits to send their children to schools, an opportunity cost is often times too high to pay. 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 (1998) stressed that the teachers feel threatened by parental involvement, believing that it will diminish public regard for their professional status.

Communities and parents' involvement helps achieve curriculums and learning materials that reflect children's everyday lives in society. When children use textbooks and other materials that illustrate their own lives in their community, they can associate what they are learning with what they have already known.

In Papua New Guinea, community schools set the goal to link the culture of the child's culture. Accordingly, the schools consider the community as the centre of learning as well as the focus of education. As a result, the community schools have become central to the national curriculum development, which enables community life such as festivals, customs, to be reflected in the curriculum (Golding, 1994).

Gleazer (1982) writing on community based college also points out that the strongest case for the role at the community college rests upon its informational capabilities. He went further to state that to succeed, the community college must maintain issues as they emerge. It must also initiate community to study the issues and find solutions to them.

The commonwealth secretariat (1993) stated that the school is the main institution for the transmission and acquisition of knowledge, values and skills. This might be regarded as the most important asset of any community. The secretariat also talks about community groups and organizations, which often have close links with the schools; these are Parents Teacher Associations, School Management Committees, Professional Teachers Associations, Town Development Committees as well as Religious bodies. These groupings as they form the stakeholders of the school contribute to the progress of the school.

Ansu (1992) has pointed that the fundamental idea that a school is a social institution contrived for the conservation, perpetuating and transmission of the society's culture (norms, values, ideas and beliefs) makes the school a vital instrument of change. Also the idea that the children in the school come from the community makes it abundantly clear why the school and the community must relate if the laws of education are to be fulfilled.

The school in playing its role, must make its programme of activities to suit the students as well as the community. This becomes imperative that the school and the community must relate so that useful information may flow to and fro to allow for ideas. This assertion has been supported by Baku and Agyemang (1997). They advocated the need for communities to have a say in the form and of type of the members of the community.

Manu's (1997) paper on community ownership of schools pointed out that community schools do enjoy from existing structure of school administration that go a long way to help outline certain policies taken to oversee school affairs. He went

further to point out that the involvement of the district assembly, district director of education, well meaning educated people, local chiefs as well as private businessmen, he says see themselves as people tasked with the decision making process of the school. The overall participation in the school administration somehow empowers the people to suggest various strategies to be adopted to achieve high standard of performance at school and to satisfy certain local needs. A cordial school community relationship is therefore a prerequisite for healthy school and community atmosphere for achieving positive results in the education of the child. The balanced education of the child therefore depends on the school and the community to be mutually integrated so that parents and the general community may contribute their quota to supplement that of the school. The parents for instance have to see to the primary needs of the children.

Importance of School and Community Relationship

The proper education of the child is the joint effort of the school, home, the community and government in order to achieve the goals set (Ottawa, 1985).

According to Thompson (1987) the integration of the school with the environment, means trying to make the school a motive force in the grass-root community. The school should not be a foreign body within the community but an emanation of it, organizing itself steadily for die community development.

Many writers are of the view that participation of community in school is a healthy relationship. White (1982) says that, community participation in school generally brings about improvement in social development, effective management and teaching and learning outcomes. White (1982) has a belief that school and

community relationship would allow the government agency preserve funds for more development projects. Competent people would be involved in the planning and execution of development projects. He believes also that participation makes more services to be given at lower costs. He feels people tend to have a sense of satisfaction for participating in implementing a project they know will affect them. To him participation leads to a sense of responsibility for a project. If people are involved in planning, decision-making and implementation of a project, they will collectively consider the completed project as theirs.

According to Shipman (1975), education is a process of preparing people to fit into this complex social structure and to play particular social roles as members of more than the institutional group. In the school, children acquire knowledge, skills, cultural values, attitudes and moral behavior, which prepare them for responsible adulthood. There is therefore the need for every community to collaborate with the school authorities to bring up and educate its children to be useful to the community and their social well being.

According to Asiedu-Akrofi (1978), the school is a miniature society. Life in the school must therefore reflect the people among whom the school is situated. The school is sponsored by the community for the teaching of basic skills necessary for economic survival. The following are the essence of community participation postulated by Asiedu-Akrofi:

- i. When local people are engaged in the educational decision-making they are likely to encourage some programmes that emphasize their culture.
- ii. There would be a co-operative system of relationship between the school and the

community, a system in which information flows from both sides in a distortion-free atmosphere. The members of the community develop a sense of identity with the school and would want to be influenced by it.

- iii. The school is a social institution especially brought about to perpetuate society's values, ideas, norms and beliefs. If there are cordial relations between the school and the community this role of the school would be maintained.
- iv. Children in the school come from the communities the school serves. The communities would be more committed to their children's education.
- v. Schools are instruments of change. Parents therefore have a right to know or be informed about the changes in the world of knowledge and the transforming influence of their wards. This will enable them advise their children intelligently.
- vi. There are queer ideas about the schools. Changes that go on in the school are never properly interpreted and not even communicated to the members of the community. These are necessary pieces of information that an informed society should have.
- vii. The community would give financial support to the schools in fundraising activities in the development of projects.
- viii. Good community participation would bring the home and the school together in meeting the needs of the children. Children would grow better off than their parents in terms of employment opportunities, prestige and good living conditions.

The ministry of education (1994) has declared that the management and supervision of school can no longer remain the monopoly of the Ghana education service and that system should be put in place to effect the transfer of management and ownership of public schools from the Ministry of Education / Ghana education service to the communities in which the schools are physically located. The Ghana education service guide (2000) affirms that community participation would help curb the incidence of the interference in the admission on process and general school administration and its negative impact but positively assist in the provision of school infrastructure, teaching and learning material and also help instill discipline in the schools. Good school-community relation reinforces people's belief in education. One dependable way of getting the public to have confidence in education is providing quality instructional programmes for the children.

Community Participation

WHO/UNICEF (1978) defines community participants as a process in which individuals and families develop their ability to contribute towards their own development and to that of their community. They thus achieve a better understanding of their own situation and are motivated by a desire to resolve their common problems. This enables them to be the agents of their own development aid. This requires that they do not feel obliged to apply traditional solutions when such solutions are inappropriate, and realize instead that they are free to be innovative in their search for appropriate to weigh the various solutions.

They must acquire the ability to judge a situation, possibilities offered to them, and to determine what the nature of their own contribution might be. This definition

emphasizes participation by members of the general population (especially parents and families); communities' autonomy in accordance with the needs or values of the community; and the importance of their involvement in the institutional management of education (WHO/UNICEF, 1978).

According to Seay (1974) community school advocates, have observed that when the World War II was about to end, educators saw a chance for functional education to emerge in the post-war period. The definition of a "community school" as stated at the time included two distinct emphasis, services to the entire community not merely to the children of school age, and discovery, development and use of the resources of the community as part of the educational facilities of the school.

Seay (1974) continues to say that community school advocates, reinforced their definitions and explained that the concern of the community school with the local community was intended, not to restrict the schools attention to local matters but to provide a focus from which to relate study and action in the larger community, thus the state, the region, and the world.

Manifestations of community participation in Ghanaian schools can be categorized into traditional and new or shifting forms of participation. The traditional forms are those that most communities' know and have practiced for some years. In many communities the whole idea and vision of participation is limited to these traditional forms and anything else is considered outside their competencies. Here, community participation is generally concerned with the provision of infrastructure for the school. Other traditional participation includes:

- a. Engaging in communal labour to provide infrastructure in the school.

- b. Making monetary contributions to finance school projects.
- c. Providing residential accommodations for the staff.
- d. Providing rooms in individual houses to be used for storing school properties.
- e. Providing land for gardening, farm etc.
- f. Churches allowing their chapels to be used for classes;
- g. Parents attending PTA meetings;
- h. Parents attending school functions such as speech days, school durbars and open days.
- i. Supplying the needs of their wards.

The Commonwealth Secretariat (1993) observed that the concept of a community-based school has been variously interpreted. To some, it means that provision of land and buildings or support services and items by the community that directly or indirectly enhance the teaching/learning process and which may be otherwise unavailable or in short supply. Others also see it as an opportunity to gain control of the management of a school as a means of utilizing the resources of the school to the full, for the benefit of all those in the community. It continues to say, that community relations can be very complex depending on how one sees the community as giving, using or controlling resources. In an attempt to perpetuate the concept of community participation and ownership of schools, Palmer and Jacobsen (1974) identified some basic conditions to follow:

- i. That people act when they have some sort of self interest at stake;
- ii. That people act when they have clear and compelling diagnosis of the needs of the situation;

- iii. That people act when they have meaningful prescription or remedy for the situation; and
- iv. That people act when they have a sense of power to enforce the necessary prescriptions.

Decentralization Policy

Decentralization involves the transfer of powers and functions from a higher level of authority to a lower level (Frimpong, 1999). According to Apleby (1987) this is the situation where ultimate authority to command and ultimate responsibility is localized as far down the organisation as efficiency permits. Decentralization is closely related to delegation of authority and is concerned with what should be transferred down, what policies are needed to guide action and the need to train and select people and control their actions. However, the degree of decentralization to be adopted is not easy to be determined. Some decisions must be taken locally while others have to be taken at the higher management. They have to decide on what special decisions to be made at the higher levels and what have to be delegated.

Asibuo (1994) talking about community participation in a decentralization system explains the concept of decentralization as the “transfer or delegation of legal and political authority to plan, make decision or manage public functions from the national level to an organisation or agency at sub-national level” (p.4). Such transfer is “generally assumed to allow development efforts to respond to more expeditiously to local needs” (p.5). Asibuo (1994) maintains that this would encourage grass-root participation in all aspects of the administration of the rural communities. This would mean involvement of the rural people in the identification of their needs, mobilization of local,

human and material resources and local implementation of plans to satisfy local need. The people also directly take part in District Assembly business either through meetings or as Assembly members (p.5).

The Ghana Catholic Weekly Standard (1997) in the editorial captioned, "Decentralization Policy - How Effective?" explains that decentralization means 'to deviate from concentrating ownership, and for that matter, all decision-making process in the hands of central government'. They observe that this makes for easier or more effective governance of the country by the creation of District Assemblies to be representative of the people at the grass-root level. The Daily Graphic on 14th August 2002 quoted President Kuffour as saying that the government's support to the decentralization process is to ensure that democracy at the grass-root was well nurtured and implemented.

Benefits of Decentralization

The need for decentralization arises from the growth and complexity of the organisation. Halliday (1993) points out that "as the organisation grows and becomes complex a centralized administration system cannot fulfill its functions effectively" (p.26). He asserted that while policy continues to be formulated at the centre, their implementation tasks should be delegated to the Regional, district and Local Units. The more local the decision-making process, the more likely the Education Service is able to function meaningfully and in response to community needs.

According to Atta-Quayson (1993) decentralization of education provides community participation in the management of education. He, however, argues that decentralization may lead to problems of corruption since accountability could

become difficult. Everard and Morris (1990) called for Local Management in school Initiatives on the grounds that “it controls cost of teaching and non-teaching staff, maintenance of school facilities, the supply and use of educational materials, the use of any income they can raise”(p.213).

Anthony and Dearden (1989) recognize the following as advantages for decentralization.

- (i) The speed of operating decisions would be increases since many decisions do not have to be referred to the Headquarters.
- (ii) Quality of decision may be high because the decision-makers are more familiar with the decision on the ground.
- (i) Headquarters management may be relieved of day-to-day decision and can concentrate on higher-level activities.
- (ii) Line-managers with fewer co-operate restraints, would be free to use their imagination and initiatives.
- (v) Division provides an excellent training ground for the manager, since the divisional manager will have opportunity to be trained in all functional areas by being exposed to the different types of work.

Peterson (1997) states that decentralization is a process of running an organisation or company or state affairs that facilitates grass-root participation in decision-making and its implementation. In education it gives the various school communities the opportunity to take the lead, within the frame-work of national education policies, to determine the need of their schools and help in the realization of

their needs. Since the communities are involved in deciding for the schools, it will help to identify what goes on in the training of their children in order to shape the future for them. Local school initiatives have also facilitated the management of schools.

Community Concept as Practised in Ghana

Basic education in the context of the educational reform is community based. This policy grants ownership of basic schools to the communities in which the schools are located. It recognizes that the provision of basic education is a joint venture between government and the communities and encourages communities to participate in school management. As stated by Baku and Agyemang (2002), the roles of the two partners were defined in official policy documents as follows:

- i. Government provides curriculum materials equipment teachers, supervision and management, and
- ii. Community participates in school management, provides infrastructures and ensures pupils presence in school and patronage of PTA meetings and supports a book supply scheme by paying a nominal fee.

According Baku and Agyemang (2002), through this policy, the government anticipated that the communities would construct their own school buildings to provide for the opening of Junior Secondary Schools (JSS) so that pupils would not have to travel beyond a distance of three kilometers between home and school. The policy according to Baku and Agyemang states further that areas where school buildings already exist, communities would build workshops for the various practical-oriented subjects.

McWilliam and Kwamena - Poh (1975) describe how participatory and educational programme were put into operation by the African administration that came into power when the Gold (Ghana) became internally self-governing under the Accelerated Development Plan for Education (ADP). The plan was first conceived by the government. After announcing its decision to the public, the public views were solicited. These proposals were laid before Legislative Assembly for discussion and approval, before the plan became operational. At the operational and implementation stage, it was tested on users to find out some problems and possible solution.

McWilliams and Kwamena - Poh (1975) describe how the government delegated the implementation of some aspects of the plan to the local councils and the communities to help reduce costs to the central government's budget. By all standards, the ADP was a model participatory programme. Its aim was to accelerate the educational process for national development by introducing a compulsory, fee-free six-year basic education for all school age children. They noted that under the ADP, the provision of classroom, play grounds and gardens were expected to be the responsibility of the local councils, with the help of the local communities. The councils also were supposed to pay 40% of teachers' salaries. The central government paid 60% of teachers' salaries and subsidized the provision of the textbooks and stationery and were to agree to send their children to school.

Accordingly, the community was not just asked to implement the physical projects as described above. For example, even though it was originally planned that the churches would not be allowed to operate schools, this view was changed to the

new mission schools would be allowed “without the express permission of the Minister of Education”. This lively debate took place by the representatives in the Legislative Assembly (28th August 1957). The discussion did not only show participation in decision-making by the people but also showed much concern for a major programme that was likely to affect the people. This participatory programme and the debate on it, McWilliam and Kwamena - Poh (1975) “showed the prominent importance the country attached to education” (P. 84).

In Ghana, Manu (1997) noted that community participation plays a very important role in the management of education. Despite the fact that Ghana Education Service is responsible for providing details for the implementation of approved national policies and programmes relating to pre-tertiary education, community participation is not overlooked. In order to encourage more schools in rural communities so as to encourage day schools, the Government of Ghana requested World Bank to support about 140 local communities in their efforts in constructing new senior secondary schools in rural areas. The project was approved in 1991 by the World Bank. The Government first developed a system of providing matching grants for communities, which were ready to undertake various development projects to improve such activities in their communities as schools, health and markets. The government provided a two-thirds matching grants in two installments to the communities that first completed the buildings foundation from their own resources and be committed to provide one-third of an agreed fixed cost of particular type of building in cash, building materials or labour. The project also intended to help ensure that these new schools did not become academic islands, but instead become real

community schools serving the communities interests. Local communities have access to the library books and share the facilities towards which they will have contributed.

According to Manu, the community contribution however was below the 30% estimated at appraisal, even though all communities contributed their labour towards construction. The project could not realize its objectives because of local level leadership and lack active maximum community participation as most activities were supervised by Ministry of Education through district assemblies.

According to the World Bank Document (1997), community involvement in basic education derived from the World Bank activities was further researched and conducted jointly by UK and Ghana governments under the Schooling Improvement Fund (SIF) project. SIF at its first stage examined the community participation in Ghana and to improve quality of education and increasing access. SIF is a mechanism for financing small-scale incentives to encourage community - based demand - driven initiatives which improves the quality of teaching and learning, and to foster a sense of community ownership of schools and thereby enhance community interest and active participation in the education process. The community participation in the SIF project took the form of provision of labour for carrying out their school structures. It was realized in this project that there are limits to community ownership as long as community members lack political power, influence and key skills in school management as decisions were conceived on top to bottom structure.

In order to give meaning to community ownership of schools through community based concept of education, Manu (1997) explains that the Ministry of Education (MOE) has since June 1994, declared that "the management and

supervision of schools can no longer remain the monopoly of GES and that system should be put in place to effect the transfer of ownership of public schools from MOE/GES to the communities in which the schools are physically located”.

It is in pursuance of the idea of getting the community to function effectively in the management and supervision of schools. Manu in his seminar paper stated that the District Oversight Committee (DEOC) and the School Management Committee (SMC) were instituted to strengthen community ownership of schools Manu (1997). According to Manu the main functions of district education oversight committee are as follows:

- a. The provision and maintenance of school blocks and other infrastructural Requirements;
- b. The provision of teachers, monitoring the regular and punctual attendance of both teachers and pupils at school.
- c. Monitoring proper performance of duties by staff and students and matters relating to general discipline.
- d. Dealing with complaints relating to or from non-teaching staff and students.
6. Overseeing the environmental sanitation and other facilities, and
- f. Supplying textbooks and other teaching and learning materials to schools.

Manu (1997) explains further that besides the above stated constitutional provisions, community participation in education in Ghana is also manifested at the school level in certain recognized bodies that play important roles in the management of education especially at the basic level. The School Management Committee (SMC), which is one of the bodies, found mostly in basic schools, controls

the general policy of the school. In the exercise of its powers and functions, the committee shall not encroach upon the authority and responsibilities of the head teachers. They are responsible for submitting to the Director - General of the GES through the District Director of Education such information, returns and accounts as the Director General of GES may require from time to time. Manu continues to state that the SMC's are also to ensure that the premises of the schools are kept in a sanitary and structurally safe condition and generally in a good state. It is also the committees' duty to bring to the notice of the appropriate authorities and the town or village development committees, the state of the premises of the School (World Bank, 1997).

According to Manu (1997), four steps have been taken by the Ministry of Education (MOE) to promote the policy of community - based schools:

1. Promulgation of PNDC Law 207 creating 22 decentralized department including education;
2. Workshop/seminars organized to conscientise district chief executives, Community/opinion leaders and PTA executives;
3. Identification of community strategies and strictures within the community that could be facilitate/promote participation and; adequate media publicity of communities' achievements to encourage other communities.

Community Participation in the Secondary School Programme

Dofour (1991) conducted a study in the Sekyere East district of the Ashanti Region to find out the efficiency and effectiveness of community participation in areas of education, conscientisation, funding, communal labour, and governments supply of inputs. The research showed that community participation was low. Most local

functionaries have not been educated on the programme. Hence they could not conscientize the people to understand and accept the programme. Enthusiasm and funding were thus, low. Communal labour was poorly and unwillingly attended. Forced labour and punishment at defaulters became rampant. Local politics and activities at some functionaries hindered rather than promoted the implementation process.

Dofour (1991) suggested that to improve on community participation, is the need for a massive community education and conscientisation programme to entice all for the implementation. The current spate of poverty in the communities could be eliminated by controlling inflation and unemployment. Unauthorized dues should be checked. The government must re-enforce the potentials of the communities to make them self-reliant in the solution of their own problems. Authentic participation should be encouraged. Intensive participatory seminars are necessary and nothing should be the hallmark of participatory programmes. Socio-economic divergences of different communities could be considered, for equitable provision of funds and equipment. The reality of the situation, then demands that the communities are brought in to support the state in educating its citizens for national development.

Summary

Generally there is the feeling that open school system represents an important means by which communities can gain a sense of ownership and responsibility for the school. This, coupled with more active involvement in school affairs, can help make parents be in partnership with the school, feel accountable for education and therefore encourage them to press for the best possible quality of

schooling. It has also been proved that when people get involved in decision-making process they also partake in the implementation of the decision, and secondly when they become committed in a venture by way of spending money, labour or any resource in they tend to value the project and they see to its growth. So for education to be valuable to the communities, they must be encouraged to participate in the education of their children and most especially secondary education.

Community participation should look at the decision making process at all stages of the education process such as orientation, planning and implementation level of decision-making process. This in essence is based on democratization mechanisms and it should be a means of consultation, power sharing among the government, school and community as well as dialogue situation between the school staff and community for influencing basic decisions about the planned programme.

Such observations made and factors identified in this literature survey are very important to draw out opinions from members of the community through various questionnaires to be sent out. The findings of the research will be compared with the literature review to show how evident it is that community participation in second cycle schools is very essential for effective teaching and learning.

CHAPTER THREE

THE RESEARCH METHODOLOGY

This chapter aims at presenting the research procedure used in finding out how the communities in Atwima Mponua District participate in rural community second cycle schools. This chapter focuses on the research design, the population, the sample and the sampling techniques. It describes the research instrument used in data collection, data collection procedure and the data analysis plan.

Research Design

The study employed descriptive survey method, which specified the nature of a phenomenon. It determined and reported the way things were. Descriptive research, thus, involves collecting data in order to test hypotheses or answer research questions concerning the current status of the subject under study (Gay, 1992). Amedahe (2002) reports that the purpose of descriptive research is to observe, describe and document aspects of a situation as it naturally occurs. In descriptive survey the events or conditions either already exist or have occurred and the researcher merely selects the relevant variables for an analysis. The researcher used closed-ended questionnaire which facilitated quick responses from respondents. This was done to aid in obtaining accurate and precise responses due to the educational background of the respondents. This removes ambiguity and makes analysis accurate.

Population

There are 84 Senior Secondary Schools in the Ashanti Region and out of

this number, 35 are in the rural areas. Among the community Senior Secondary Schools established in rural areas are Mpasatia Secondary Schools, Mankraso Secondary School, Nyinahin Secondary School, Poano Secondary School, Kofi Adjei Secondary School at Bampenase just to mention but a few.

Information was elicited from the two community secondary schools in the district. The schools are Mpasatia Secondary Technical School and Nyinahin Catholic Secondary School. The population for the study comprised the two Headmasters, the teachers and other stakeholders of the two schools in the district. These included parents of students, community members, executives of the Board of Governors and opinion leaders, including the chiefs and elders, assemblymen and religious leaders in the Atwima Mponua District. Each school had one headmaster and an average of thirty-one teachers. The two schools had set up a Board of Governors (BOG) and Parent Teacher Association (PTA).

Sample and Sampling Technique

Data was collected from Mpasatia Secondary Technical School and Nyinahin Catholic Senior Secondary. The researcher censored information from the two secondary schools in the district. Thirty-five respondents were selected from the District office, Headmasters, teachers and circuit supervisors from the District. This number was made up of two Headmasters 30 teachers, one District Director and two Circuit Supervisors from the District.

In addition to the above number of respondents, 10 respondents were selected from among the Board of Governors (BOG), Parent Teacher Association (PTA) and opinion leaders made up of chiefs, Assemblymen, Religious leaders and

some influential elders from the two towns where the community secondary schools are situated. The headmasters of the two secondary schools were purposively selected while the 30 teachers were randomly selected from the two schools. Fifteen teachers were randomly selected from each school using simple random sampling by applying the lottery technique. Numbers one to 30 were written on pieces of paper, folded, thoroughly mixed and put in a bowl. The teachers were asked to pick the folded papers from the bowl one after the other. Those who picked numbers one to 15 were selected for the study.

Twenty-four BOG members and 24 PTA members were randomly selected from the 2 towns. The two chiefs from Mpasatia and Nyinahin were selected purposively, and 20 opinion leaders were also randomly selected, 10 from each town. In all, two categories of respondents were selected for the sample. Category A comprised two Headmasters, 30 teachers, the District director of Education and 2 circuit supervisors. These numbered 35. Category B also comprised 24 members of the BOG, 24 PTA members (all Parents) and 20 influential members of the communities made up of assemblymen and religious leaders. Two chiefs from Nyinahin and Mpasatia were selected and they also numbered 70. The total of 105 samples was used for the study.

Research Instrument

Two sets of questionnaires made up of close-ended items were used as instruments for collecting data. One type of questionnaire was meant for teachers, headmasters, District Director of Education and circuit supervisors. The other type of

questionnaire was meant for community members such as the BOG and PTA members, opinion leaders, chiefs and assemblymen, religious leaders and some influential elders in the community. The questionnaire meant for teachers had twenty items, which were divided into three sections, namely: respondent's bio-data, their opinions on community participation and how they view the community's role in resource management

Twenty-seven items were contained in the questionnaire for the community. The questionnaire also had a section for respondent bio-data, the community's role in school management and community initiative in enhancing teaching and learning process and their contribution in other support services.

Data Collection Procedure

The questionnaire was administered to the selected respondents after the researcher had personally contacted them and explained the aim and nature of the research to them. Due to the long distance between the researcher's residence and the district headquarters, four research assistants were selected from the teachers and were trained to assist in collecting the data from the respondents in the community. The two headmasters and the district director of education were consulted and briefed on the purpose and nature of the research. They also assisted in distributing the questionnaire to the teachers and the circuit supervisors in their offices. Retrieving the completed questionnaire was not difficult because the Headmasters and the research assistants who lived with the people in the town did not find any problem in retrieving most of the questionnaires.

Data Analysis Plan

The responses in the questionnaire that were collected from the respondents were edited, coded and scored before it was fed in the computer. Data analysis was done using the Statistical Programmed for Social Sciences (SPSS). To make issues clear without having to read long sentences, tables with percentages were used to support the analysis. This enhanced the discussion and interpretation of the data collected.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the analysis of data collected through the questionnaire administered and also discussion of findings from the analysis. The study was to assess community participation in secondary schools in the Atvima Mponua District in the Ashanti Region. Respondents of the questionnaire were in two categories. The first category was made up headmasters, teachers, circuit supervisors and the District Director of the District. The second category was made up of members of Board of Governors, Parents Teachers Association and some selected members in the Mpasatia and Nyinahim Senior Secondary Communities.

This chapter is in two parts. The first part deals with characteristics of respondents which includes educational qualification and rank of respondents. The second part focuses on analysis of the three research questions.

Characteristics of Respondents

It was considered relevant to include the analysis of the background of the respondents. The educational background and social status of the respondents are analysed and presented in Tables 1 and 2.

Table 1

Educational Qualification

Characteristics	Male	Female	Total	%
M. Am. Sc/M.Ed/M. Phil	1	0	1	4.17
B.Sc/B.A/B.ED	17	3	20	83.33
Diploma	2	0	2	8.33
Cert A	0	1	1	4.17
Others	0	0	0	0
Total	20	4	24	100

The educational background and social status of the respondents are considered relevant to the study and hence their inclusion in the questionnaire. All the respondents in category A headmasters, teachers, circuit supervisors, District Director have post secondary school education background. The least educational qualification of the Teacher is Certificate A with 4.17% representing it. About 4.17% of them also have the masters' degree and 83% have the bachelors' degree (B.Sc, B.A, B.Ed). Over 8.33% of the respondents are Diplomas. With these backgrounds, the respondents are in a position to give credible assessment of the community's participation in education.

In the case of category B respondents, about 13% of them do not have formal education background. All the rest have basic education background. The respondents are mostly traders, artisans, civil/public servants and businessmen and

women. They command some respect in the community. Most of them are closely related to the schools, either as BOG members or parents. These backgrounds and experiences make them responsible and committed to educational issues. They are therefore likely to offer credible responses to the questionnaire.

Data in Table 2 provides information on rank of respondents. Findings are presented in Table 2.

Table 2

Rank of Respondents

Rank	Male	Female	Total	%
Director	0	1	1	4.17
Asst. Director	2	0	2	8.33
Prin. Supt	11	3	14	58.33
Snr. Supt	5	0	5	20.83
Supt.	1	0	1	4.17
Total	20	4	24	100

Information in Table 2 indicates that majority of the respondents 58.33% had the rank of Principal Superintendent whilst the least rank of respondents 4.17% were Director and Superintendent. This means that the majority of respondents were the Principal Superintendent.

The relevant questionnaire items which respond to each of the three research questions, were analysed and presented in tables. These were followed with

discussion of the findings.

Research Question 1: What is the extent of community participation in the provision of education?

The broad aspects of the study, which the analysis covers in response to this research question, are:

- a) Communities' contribution to wards school initiated projects
- b) Communities' participation in District initiated projects
- c) Respondents' role in wards academic performance.
- d) Respondents' educational background and their attitudes towards their wards education.

Communities' contribution towards School Initiated Projects

Questions 12 and 16 in category A were designed to find out the communities contribution towards school initiated projects. The responses are shown in Table 3.

Table 3

Distribution of Communities' Contribution towards School Initiated Projects

Facilities	Communal labour	Provision of materials	Payment of levies	Provision of consultancy	Provision of artisans	Total
School Blocks	7	8	0	0	0	15
Textbooks	1	0	0	0	0	1
Furniture	0	2	1	1	0	4
Toilet facilities	1	0	0	0	1	2
Staff bungalow	0	1	0	1	0	2
Total	9	11	1	2	1	24

Table 3 shows that out of the 24 respondents 9 indicate that the community contributes free labour towards school initiated projects and 11 indicate that the community provides building materials. The other responses indicate that the community is unable to provide money or offer consultancy services.

One vital factor, which can be used to assess the attitude of a people towards an issue, is their level of understanding of issue and their commitment to it. Clear understanding of the issue will lead to forming a positive or negative attitude. And this is demonstrated in the action they take in promoting the issue or otherwise. According to the Table above, the community contributes greatly in the construction of school blocks. The contribution is greatly centered on free labour and provision of building materials. School initiated by the PTA and school boards. Considering that most of the community members are artisans and petty traders (self employed) the use of their time for communal labour is a big sacrifice. This underscores the fact that they have a positive understanding of the concept of community ownership of the schools. It takes a community, which understands their role in the schools management to offer such great sacrifice.

Communities Participation in District Initiated Projects

Table 4 shows the distribution of the communities' participation in district-initiated project. Results are presented in Table 4.

Table 4

Communities' Participation in District Initiated Projects

Facilities	Communal Labour	Provision of materials	of Payment levies	of Provision of consultancy	of Total
Sch. Blocks	9	8	0	0	17
Textbooks	1	2	0	0	3
Furniture	0	1	0	0	1
Toilet facilities	2	0	0	0	2
Staff bungalow	1	0	0	0	1
Total	13	11	0	0	24

Table 4 shows that 13 out of the 24 respondents indicate that the two areas where the community participates in District initiated projects are the provision of free labour and building materials. The community is unable to assist financially or offer consultancy service.

The community is a rural setting where timber and other building materials like sand and river stones abound. Observations made as a follow-up of the questionnaire showed that almost all the timber and sand for school projects were obtained at no cost from the natural resources in the community. Artisans like masons, community, offer free services during construction of school buildings.

Educational Background and Roles in Schooling

To find out the community's attitude towards teaching and

learning, the researcher put questions 2 and 8 in category B together. This provided a distribution of respondents' educational background and their roles in their ward's schooling. This is presented in Table 5.

Table 5

Educational background and Roles in Child's Schooling

Education level	Visit School	Assist Homework	Provide Needs	Provide Part- time Teacher	Total	%
Primary	0	0	0	0	0	0
J.S.S/Middle	1	2	11	0	20	36.4
Sec. Tech/Voc.	4	1	4	0	9	16.4
Tertiary	4	0	14	1	19	34.5
None	1	3	3	0	1	12.7
Total	16	6	32	1	55	100

Table 5 shows that the educational background of 36.4% of the respondents is Junior Secondary or Middle School certificate. Most of these categories of respondents provide the educational needs of their wards in the school. Thirty-four percent of the respondents have tertiary education background and majority of them provide the educational needs of their wards. About 13% of the respondents have never been to school.

The respondents' role in their children's schooling as shown in Table 5 can serve as an indicator for the community's attitude to participation in education. Table 5 reveals that 32 out of the 55 respondents see the provision of educational needs of the child as a

major factor in promoting teaching and learning. The next important factor according to the community is the school visit of parents to monitor their children performance. They see the provision of part-time teachers at home as least important. The analysis implied that parents' academic background did not influence their wards' schooling. It is evident from the study that the community accepts the fact that it has a role to play in the child's education. Despite the tuition-free education, parents have a contribution to make.

**Research Question 2: What is the level of Involvement of the Community in
Decision Making Process in the school?**

A major area, which can be a measure of the community's participant in education, is the level of involvement in decision-making on issues affecting the school. The relevant questions in the questionnaire were analysed and presented in Tables 6, 7 and 8 in response to the second research question. They were considered under the following broad aspects of the study:

- a) Teacher's view on Community's Involvement in Decision-making.
- b) Interaction of BOG with the DEO
- c) Respondents role in school administration

Teachers Views on Community Involvement in Decision-Making

The community's involvement in decision-making in education is a vital indicator of community's involvement in decision-making in education is a vital indicator of community's participation. To assess the community's involvement in decision-making, questions 7 and 8 were analysed to find out teachers reaction to issues the communities

suggest after teachers have consulted them. This is shown in Tables 6 and 7.

Table 6

Teachers' Reaction to Issues that Community Suggests after Teachers have Consulted them

Teachers reaction to community suggestions	Payment of fees	Issues on accommodation	School project	Customs and Tradition	Performance of students	Total	%
Accept but can't implement	3	1	3	0	0	7	29.16
Do not accept	0	0	0	0	0	0	0
Accept but implement with limitations	3	3	0	0	1	7	29.16
Follow up suggestions	1	4	0	0	0	5	20.83
Consult relevant organs for assistance	0	4	1	0	0	5	20.83
Total	7	12	4	0	1	24	100

The table shows how teachers react to suggestions by the community. Generally the community consults the teachers on accommodation for teachers and payment of fees but these suggestions are implemented with certain constraints and limitations.

Teacher Willingness to Implement Community's Suggestions

The readiness with which teachers accept and implement community's suggestion is a measure of the quality of involvement of the community in the decision-making process. Table 7 indicates the willingness of the teachers to implement the community's suggestions.

Table 7

Teachers Willingness to Implement Community's Suggestions

	Director	Circuit Supervisor	Head teacher	Teacher	Others	Total	%
Accept but can't implement	0	0	0	4	0	4	16.67
Do not accept	0	0	0	0	0	0	0
Accept but implement with limitations	0	0	1	4	0	5	20.83
Follow up suggestions	0	0	0	7	1	8	33.33
Consult relevant organs for assistance	0	0	1	5	1	7	29.17
Total	0	0	2	20	2	24	100

The Table shows that 33% of the community's suggestions were always followed-up and 29% of them consulted the relevant organisations for assistance. It is evident from the two tables above that the teachers consult the community on accommodation for teachers, payment of fees and school projects. In most cases the teachers accept the community's suggestions but they cannot implement or they implement them with some constraints and limitations.

The researcher tried to find out how the Board of Governors interacts with the District Education Office. This was seen as an indicator for the community involvement in decision-making. The analysis of the data collected on this is shown in Table 8.

Table 8

Interaction of BOG with the DEO

Interaction of BOG with DEO	Frequency	%
Circuit supervisor delegated to meet BOG	10	41.67
BOG visit DEO once a month	11	45.83
DEO relays information with BOG	2	8.33
BOG visit DEO once a year	1	4.17
Total	24	100

The table above shows that about 46% of the respondents are of the view that there should be regular interaction between the BOG and DEO. The study reveals in this table that the interaction between the BOG and DEO facilitates community involvement in decision-making. The BOG is the top management body at the school

level while the DEO is the management body at the district level. It is likely that when these two bodies meet, issues concerning the school are discussed and important decisions taken.

Responses obtained from question 23 of category B shows that 51% of the community attends meetings at community level to decide on school issues. Thirty five percent of them take part in PTA meetings regularly. Only 9% of them see the community involvement in school discussion through the BOG meetings only. It is clear from the above that majority of the community have opportunity to discuss school issues at various meetings. At such meetings, various decisions are taken which go to enhance quality education delivery. The major groups involved in community participation in decision making are the PTA and BOG. This shows the importance of community participation in school management as white (1989) affirms that community participation leads to a sense of responsibility when community members are involved in the planning, decision-making and project implementation.

Occupation and Role in School Administration

By putting questions 3 and 4 in category B together, a distribution of respondents' occupation and role in school administration was obtained. This shows the extent of the community's involvement in decision-making. The analysis is presented in Table 9.

Table 9

Occupation and Role in School Administration

Role in School	Artisan	Teacher Nurse	Civil/public Servant	Petty Trader	Business	Total	%
Parent/Guardian	9	0	1	11	1	22	40.0
Past Pupil	5	1	5	2	3	16	29.1
Board Member	4	5	0	0	1	10	18.2
PTA Executive	2	0	2	0	1	5	9.1
Assembly	0	0	0	2	0	2	3.6
Total	20	6	8	15	6	55	100

Table 9 shows that 40% of the respondents are parents or guardians. Out of this are petty traders and artisans. 29% percent are past pupils, 18% are Board members, 9% are PTA executives 4%are assemblymen. By virtue of their connection with the school, all these people are actively involved in decision making at various levels. Davis (1981) indicates that participation by the community motivates them to discuss and work out problems together.

Research Question 3: What is the Nature of the Support Services the Community Renders to the School

The nature and quality of the support services, which the community gives to the school reflects the attitude the community has towards the school. The analysis and discussion of the relevant questions, which respond to this research question, were categorized under the following:

- a) Communities provision of school facilities

- b) Communities contribution from the organs of society
- c) Methods of fund-raising
- d) Other sources of funding

Provision of School Facilities

The readiness of the community to provide school facilities to supplement the efforts of government gives indication of the level of community participation. By putting question 6 and 7 in category questionnaire together, a distribution of communities' provision of school facilities was obtained. This is shown in Table 10.

Table 10

Communities Provision of School Facilities

Provision of facilities	Teachers	Provision of textbooks	Adequate infrastructure	Library facilities	Technical facilities	Total	%
Government only	5	1	1	0	0	7	12.7
Government and Community	36	7	4	0	0	47	85.5
Community only	0	0	0	0	0	0	0
Parents	1	0	0	0	0	1	1.8
Total	42	8	5	0	0	55	100

Table 10 shows that over 85% of the respondents are of the views that the government should provide school facilities like teachers, textbooks and infrastructure. None of them indicated that it is the sole responsibility of the community to provide these facilities. The community is of the view that government is unable to provide it all alone. Assistance should come from else where and the community's active participation in education delivery in the district.

Contribution of Identifiable Organs in the Community towards District Projects

Community participation in education can be reflected in how the various organs in the community make contributions towards school projects. The researcher tried to identify the groups which had made such contributions questions 16 and 17 in category A were designed to find out which identifiable groups in the community provide which services to promote education delivery. The two questions were analyzed and presented in Table 11.

Table 11

Communities' contributions from the organs to District Projects

Services by Community	BOG	LUC	OB/OG	RB	PTA	Total
Communal labour	3	2	0	5	3	13
Provision of sand, stones, cement	6	1	0	0	4	11
Payment of levies	0	0	0	0	0	0
Provision of artisans	0	0	0	0	0	0
Provision of consultancy Services	0	0	0	0	0	0
Total	9	3	0	5	7	24

Findings in Table 11 show that 9 out of the 24 respondents indicate that members of the BOG contribute towards school projects. This is followed by members of the PTA who are indicated by 7 out of the 24. thus it shows that the Board of Governances and PTA are the most active organs that contribute towards school projects. The contributions are mostly in the provision of free labour and building materials like sand, stones and cement. The composition of these two bodies is a cross-section of the community and this infers that the entire community is involved in this venture. The old Boys or old girls

Association made no contribution to the school.

Methods of Fund-raising

To determine the methods used by the community to raise funds, question 24 was included in the questionnaire. The analysis of this data is presented in Table 12.

Table 12

Methods Used by the Community to Raise Funds

Method of Raising Funds	Frequency	%
Community harvest	13	22.8
School harvest	21	36.8
Community levies	3	5.3
PTA levies	14	24.6
School farm	6	10.5
Total	57	100

The table shows that over 36% of the funds generated is done through school harvest. That is, the school organizes the harvest activity and invites donors. This is followed by PTA levies which account for over 24%.

Availability of funds to run the school is crucial in the management of the school. Since government resources are limited there is always a request to others sources. From this table, the community adopts various government efforts. The commonest methods are school harvests, PTA levies and community harvests.

Other Sources of Funding

Apart from the central government, there are other sources funds can be raised to support the school. The table below indicates the distribution of sources of funding apart from the government was determined by analysis question 26. The analysis is presented in Table 13.

Table 13

Distribution of Other Source of Funding

Source	Frequency	%
Companies	4	7.02
Past students	16	28.07
Church	26	45.61
Philanthropists	5	8.77
NGO's	6	10.53
Total	57	100

The Table shows that over 45% if the external support comes from the Church-Past students of the schools contribute 28% with the least coming from companies. Very little is received from companies, NGO's and philanthropists. This is an area, which calls for a close study and strategy since these sources can be helped.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the Study

The study was conducted to investigate the extent of involvement of community participation in the rural community Senior Secondary Schools in the Atwima Mponua District. The 1987 Ghana Education Reforms, among other objectives, aimed at improving access to secondary education. Accordingly, community secondary schools were established within the rural communities.

In addition to the provision of access the community Senior Secondary Schools concept was to promote community involvement in the management of schools. The research was found necessary in the sense that no such study has been done in the District to assess the community participation in education in the district.

The population for the study covered the major stakeholders of education in the Atwima Mponua District. They included the District Director of Education, headmasters of the two Senior Secondary Schools, teachers, Board members, parents and identifiable opinion leaders like the chiefs, assemblymen, religious leaders and some retired educationists.

Data was collected from 24 teachers including the District Director and the two headmasters, 22 parents, 16 past pupils of the two schools, 10 Board members, 5 Parent Teacher Association Executive members and 2 assemblymen. The researcher engaged the services of the senior housemaster of Mpasatia Senior Secondary School and the Headmaster of Nyinahin Catholic Senior Secondary School to distribute and collect the

questionnaire from the respondents. The two officers took interest in the study because according to them, the study was likely to bring to the fore, issues which could help with the management of the schools. Data were coded and analysed using the Statistical Programme for Social Studies (SPSS).

Summary of Findings

A number of findings have come out from the study. The study has shown that the Atwima Mponua District Community is involved in various ways in the management of education in the two Senior Secondary Schools in the district. Among the ways of their involvement are:

1. The community mostly contributes through the provision of building materials and communal labour during construction of school projects. Artisans in the communities offer free services during construction. This is a positive attitude towards community participation in education.
2. The communities generally consult the school administration on accommodation for teachers. They offer assistance to teachers in finding suitable accommodation for them.
3. There is evidence of community involvement in decision-making. The community offer suggestions to the school administration and these suggestions are generally accepted and followed-up.
4. The communities are of the view that the provision of school facilities like school buildings, furniture, books and teachers should be a shared responsibility of the government and the community.
5. Parents and guardians mostly provide the educational needs of their wards.

They also pay frequent visit to the schools to monitor their wards' performance in school.

6. The schools' major source of internally generated fund is school harvest. The community contributes during these harvests. Apart from the government, the mostly reliable body that supports the schools financially is the church.

Conclusions

From the above findings, some conclusions can be drawn.

Community involvement by offering communal labour and providing building materials helps reduce the cost of funding education. This reinforces the call by government for cost sharing in education.

The study has revealed that to enhance a healthy school/community relationship there should be free flow of information between the two. The frequent interaction between bodies like the BOG and PTA executives with school authorities strengthens school/community relationship.

In order to provide quality education, both the teacher and parents need to collaborate. The study has revealed that this can be effectively done by parents paying occasional visits to schools to discuss their wards performance with the teachers.

Through the frequent interaction between the community and the school at PTA meetings and school visits, far reaching decisions are always taken. This confirms what Asibuo (1994) said that decentralization would encourage grassroots participation of the rural communities in the identification of their needs, mobilization of local resources and local implementation of plans to satisfy local needs, when the people directly take part in meetings at local levels.

The church is a clearly defined community which can be encouraged to be involved in the management of schools. The study has revealed that with proper planning and interaction with the religious bodies, much can be derived towards community participation.

Recommendations

Based on the findings from the study, a number of recommendations are made for practice:

1. Public education on community involvement in management of schools needs to continue at functions like speech days, school durbars and church activities. There are people who are not aware of the role they can play in promoting quality education in their community. Irrespective of their educational background or gender there is always a role one can play.
2. PTA meetings and community/school meetings, open days and the like are to be encouraged in the schools' calendar. Such functions provide an opportunity for the community to identify with the school and get involved. There should be regular interaction between the Board of Governors to receive current development in education. This will equip them to take informed decisions at meetings.
3. Contribution of the community towards reducing the cost of education is not only to be seen in the area of providing financial resources. Artisans and appropriate professionals can offer free labour and consultancy services during school projects.
4. Identifiably organized groups in the community like the churches and past

Students are to be sensitized and encouraged to see the school as part of their areas of operation by way of offering services. The sum total of the involvement of such groups in the community will constitute community participation in the district.

Suggestion for Further Research

It is recommended that the research be replicated in community secondary schools in other regions for greater generalisability. Views from other communities and regions could help analyse better the results of the subject matter.

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APPENDIX A

COMMUNITY PARTICIPATION IN EDUCATION IN RURAL SECONDARY SCHOOLS IN ATWIMA MPONUA DISTRICT IN ASHANTI REGION

QUESTIONNAIRE FOR HEADMASTERS, TEACHERS, CIRCUIT SUPERVISORS AND DISTRICT DIRECTOR OF EDUCATION

The purpose of the study is to assess community participation in secondary school in Atwima Mponua District in Ashanti Region.

SECTION A: THE BIO-DATA

Please Answer the following Questions Appropriate:

1. Gender: Male [] Female []

2. Professional Qualification
 - (i) B.Sc/B.A/BEd []
 - (ii) M.A/ MSc / MEd /M.Phil []
 - (iii) Cert A []
 - (iv) Diploma []
 - (v) Others []

3. Rank in GES []
 - (i) Director []
 - (ii) Assist Director []
 - (iii) Principal Superintendent []
 - (iv) Senior superintendent []
 - (v) Superintendent []
 - (vi) Assistant Superintendent []

4. Position in Occupation

- (i) District Director []
- (ii) Circuit Supervisor []
- (iii) Head Teacher []
- (iv) Teacher []
- (v) Others []

5. Name of Education Circuit

Please make a tick [] to indicate the response that best suits your situation.

6. What role has the community played in supplying school facilities?

- (a) Provided communal labour []
- (b) Through payment of community levy []
- (c) Organized community harvest []
- (d) Solicited outside help []
- (e) Levied parents []

7. What are some of the issues teachers consult the community on?

- (a) Payment of school fees []
- (b) Issues on accommodation []
- (c) School projects []
- (d) Customs and Traditions of the community []
- (e) Performance of students []

8. How do the teachers react to the community's suggestion?

- (a) Accept but can't implement them due to certain constraints []
- (b) Do not accept hem all []
- (c) Accept and implement them with limitations []
- (d) Follow up the suggestions []
- (e) Consult relevant organs for assistance []

9. Which communities activities do teachers fully participate?
- (a) Funeral celebration []
 - (b) Communal Labour []
 - (c) Church Activities []
 - (d) Festivals []
 - (e) Socializing with community members []
10. What measures can be put in place to ensure total utilization of instructional time?
- (a) Frequently visit by education officers []
 - (b) Constant monitoring by Headmaster []
 - (c) Frequent visit by BOG []
 - (d) Ban on Labour of Students []
 - (e) Enforcing punctuality and regularity of teachers and students []
11. How does the School BOG interact with the District education Office (DEO)?
- (a) Circuit supervisor is delegated to meet BOG []
 - (b) BOG visit the DEO once a Month []
 - (c) DEO relays information with BOG for implementation []
 - (d) BOG visit DEO once a year []
 - (e) BOG rarely meets DEO []
12. Which district initiated projects has the community participated in?
- (a) Constructing the School Block []
 - (b) Vehicle for the school []
 - (c) Furniture for the School []
 - (d) Provision of toilet and urinal facilities []
 - (e) Provision staff Bungalow []
13. What kind of assistance does the DEO give to the community / School?

- (a) Provides teachers []
 - (b) School furniture's []
 - (c) Books and Teaching / learning Aids []
 - (d) In-service Training for teachers []
 - (e) Solves schools indiscipline problems []
14. What projects have been undertaken by PTA?
- (a) Request for Teachers []
 - (b) Construction of classrooms / Dormitory block []
 - (c) Extra classes for students []
 - (d) Purchase of school Bus []
 - (e) Welfare fund for teachers motivation []
15. If the district has initiated the projects listed below, which of them has the community participated in providing?
- (a) Constructing the school block []
 - (b) Textbooks for the school []
 - (c) Furniture for the school []
 - (d) Provision of Library Block []
 - (e) Provision of staff Bungalow []
16. What kind of contribution did the community provide towards these projects?
- (a) Communal Labour []
 - (b) Provided sand, stone and other materials for construction []
 - (c) Payment of levies towards the construction of school block []
 - (d) Provided Artisans []
 - (e) Provided consultancy and Technical know-how []

17. Identify the organs in the community that have helped sustain school projects and its

management.

- (a) School Board of Governors []
- (b) Local Unit Committee []
- (c) Old Boys/Girls Association []
- (d) Religious Bodies []
- (e) Parent Teacher Association []

18. How can the school improve the relations with the community so that they participate in school activities?

- (a) Involve community in planning and executing school projects []
- (b) Involve community in decision making and implementation []
- (c) Be accountable and transparent in school finances []
- (d) Report to the community regularly []
- (e) Teachers' full involvement in students up-grading through visits to homes and encouraging parents visits to school. []

19. Which of the resources below has the school got opportunity to utilize?

- (a) Teachers []
- (b) District Education fund []
- (c) Labour []
- (d) Artisans []
- (e) Resource Persons []

20. Which of the following resources is the school actually utilizing?

- (a) Teachers []
- (b) District Education Fund []
- (c) Labour []
- (d) Artisans []
- (e) Resource persons []

APPENDIX B

COMMUNITY PARTICIPATION IN RURAL SECONDARY SCHOOLS IN ATWIMA MPONUA DISTRICT IN ASHANTI REGION

QUESTIONNAIRE FOR PARENTS, BOG, PTA AND SOME SELECTED MEMBERS IN THE COMMUNITY

The purpose of this study is to assess community participation Secondary Schools in Atwima Mponua District in Ashanti Region.

Section a. The Bio – Data

Provide answers to the following questions by ticking []

1. State your gender Male [] Female []
2. Level of Education
 - a. Primary
 - b. JSS/Middle
 - c. Secondary/Technical/Vocational
 - d. Tertiary
 - e. None
3. Occupation
 - a. Artisan/Farmer []
 - b. Teacher/Nurse []
 - c. Civil Servant/Public Servant []
 - d. Trader
 - e. Business
- 4.. Role in School Administration
 - a. Parent/Guardian []
 - b. Teacher []
 - c. Member of BOG []
 - d. PTA Executive []
 - e. Assemblyman []

Please made a tick [] to indicate the response that best suit your situation.

5. What is the community's role in the management of the sc

school?

- a. Has representatives on the BOG to manage the school []
- b. Meets regularly to identify issues []
- c. Mobilises funds for the school []
- d. Undertakes projects []
- e. Seeks financial support from NGO []

6. How has the provision of school facilities enhanced effective learning?

- a. Full complement, of teacher is met []
- b. Availability of textbooks and Exercise to each pupil []
- c. Adequate infrastructure to house the school []
- d. Library Facilities []
- e. Technical facilities and farm implement including science equipment are adequate []

7. Who in your opinion should provide such facilities?

- a. Government []
- b. Government and Community []
- c. Community Only []
- d. Parents should bear the full cost []

8. What role do you play to improve on your child's/ward academic performance?

- a. Visit school to follow child's progress []
- b. Assist child to do home work []
- c. Provide child with the necessary school needs []
- d. have part time teachers for them []

9. What role do you play for your child's/ward's regularity to school?

- a. Help child to prepare to school on time []
- b. See to it that the child is punctual to school []
- c. Make child share house hold chores with others []

d. Provide all his/her needs for school []

10. How often do you visit your child at school to know his/her Progress

- a. Once a term []
- b. Once every month []
- c. Whenever I am called upon []
- d. Check through his/her books []
- e. Do not visit but discuss progress with teacher []

11. How often do you attend the school meetings or functions?

- a. Attend meeting once a month []
- b. Send a representative when occupied []
- c. Do not have time []
- d. Do not have adequate notice []
- e. Attend but not contribution []

12. In what way do you provide the necessary school needs of your child to enhance learning?

- a. Provide exercise books only []
- b. Provide textbook []
- c. Provide School Uniforms only []
- d. Pay School Fees []
- e. Provide money for other needs []

Answer by stating Yes or No in the space provided

13. Has the school in your community got BOG

YES [] NO []

14. What roles does the BOG play in management of the Secondary School in your community? Does it perform any of these?

YES [] NO []

a. Organise community meetings [] []

- b. Visit the school [] []
- c. Initiate School projects [] []
- d. Attend school programmes [] []
- e. Levy communities for school projects [] []

5. Does the chief involve himself in decisions concerning school projects?

YES [] NO []

16. From the list below which of them is the chief more actively involved in?

- a. Organise communal labour []
- b. Involve in BOG activities []
- c. Contact District Assembly for assistance []
- d. Set up watch dog committee on students []
- e. Approves collection of levies in the community on school projects []

Tick appropriate response to each question.

17. How often does the community initiate actions to address academic issues?

- a. Meet regularly for discussion
- b. Moot each yoaJ¹ to review action plans []
- c. Have once met, to discuss children's performance []
- d. Meet every month []
- e. Has never met []

18. Which local resources are being utilized in the school?

- a. Opinion Leaders []
- b. Old Students []
- c. Artisans/Labour []
- d. Teachers []

19. How often does the school utilize local resource persons?

- a. Visit chiefs/elders each term []
- b. Invite elders to the school each term []
- c. Contact them when the need arises []
- d. They always volunteer to assist the school []

20. What prevent effective utilization of local human resources like labour, artisans, for school work?

- a. There are not enough people with technical know *how* []
 - b. They do not respond to calls []
 - c. They have no ideas []
 - d. They do not, have communal spirit []
 - e. The schools do not invite them []
21. What resources are available in the district level to support the school?
- a. Teachers
 - b. Funds
 - c. Labour/Artisans
 - d. Building Materials
 - e. None
22. What present the community from getting access to district resource persons as stated above in question 20?
- a. The community feels there is no need []
 - b. The community feels the district won't help []
 - c. It is the assembly man's duty []
 - d. The Community is yet to contact the District []
23. In what, way is the community involved in the decision making in some school activities?
- a. Meetings are held at community level to decide on school issues []
 - b. Through PTA Meetings []
 - c. Community group have representative on school BOO []
 - d. The Headmasters fail to involve the community []
24. What, method does the community adopt most often *to* raise funds for the school
- a. Community Harvest []
 - b. School Harvest []
 - c. Community Levies []
 - d. PTA Levies []
 - e. School garden/farm []

- c. Community Levies []
- d. PTA Levies []
- e. School garden/farm []

25. Whose responsibility is it to provide school building furniture and books?

- a. The Government alone []
- b. Parents should be more committed []
- c. Community has greater responsibility []
- d. Support from NGO's []
- e." Responsibility must be shared []

26. Apart from the Government, how else could the school be assisted?

- a. Contact companies []
- b. Proper organization of old boys/girls []
- c. Seeking support from the church []
- d. Soliciting fund from Philanthropist []
- to. Appealing to NGO's []

27. What prevents the community from making use of external resources such as building materials, money, teachers etc.

- a. Have no idea of external resources []
- b. Do not have easy access []
- c. Mobilization is difficult []
- d. Low communal spirit []
- e. Community has many resources []