UNIVERSITY OF CAPE COAST

**COMMUNITY PARTICIPATION IN THE DEVELOPMENT OF
BASIC EDUCATION IN THE NEW JUABENG MUNICIPALITY**

GEORGINA AGYAPONG

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EDUCATION IN THE NEW JUABENG MUNICIPALITY

BY

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Dissertation submitted to the Institute for Educational Planning and Administration 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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DECLARATION

Candidate's Declaration

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

Candidate's Signature:……………………．   Date:……………….......

Name: Georgina Agyapong

Supervisor's Declaration

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.

Supervisor's Signature:……………………．   Date:…………………..

Name: Dr. (Mrs.) Rosemary Seiwa Bosu

ABSTRACT

The main aim of the study was to investigate the extent to which the communities of the New Juabeng Municipality participated in improving access and quality of Basic Education in the country. The sample size for the study was 196 respondents consisting of 20 Basic heads and 20 teachers, 40 School Management Committees members, 40 Parent-Teacher Association Executives, 40 Parents, 13 Education Officers, 13 Municipal Assembly members, and 10 members of Unit Committees. These groups of people were selected using the purposive sampling technique. Research data was collected by means of questionnaire.

The study showed that the community members were aware of the need to participate in the provision of basic education. However, they did not know their specific roles they needed to play in the schools. It was also revealed that lack of communication, resources and time on the part of parents and the community in general were major setbacks. As at the time of the study there was no community participation coordinator at the municipal education office.

On the basis of the findings, the following recommendations were made: They assembly, teachers, education officers should encourage parents to have time and take responsibilities and support the school during P.T.A/SMC meetings and workshops, sensitize the communities on the importance of their involvement and their specific roles in monitoring, supervising and managing basic schools. Effective communication link should be established with all stakeholders and community participation coordinator should be restored at the education office.

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My sincere thanks also go to all my course mates for their companionship and support. To all these people, and others I could not mention, I extend my heartfelt appreciation.

I bear responsibility to any act of omission or commission, which the reader might find in this study. I hope this work will be a source of help and inspiration to all those who read it and have interest in education.

DEDICATION

I dedicate this work to my late father Newton Kwasi Agyapong, my dear husband Baah, and children Gabriel, Seth, Linda and Emmanuel and all family members.

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CHAPTER ONE

INTRODUCTION

Background to the study

Education, according to Harbison (1973), is the idealistic enrichment of human life. Education therefore is supposed to build individual awareness and sensitivity to the world, the community and humanity. It is considered to be a right of all human beings even though it is still out of reach of well over half of the people especially the younger generation and the third world countries.

Harbison (1973) continues to say that education systems are similar to grant sorting machine which determines access to positions of wealth, status and power and this stimulate barriers which exclude the uneducated from the process of modernization. Education generates values and influence people's attitude towards work, co-operation and relation with neighbours.

Rebore (2001), views education as means of developing the skills, knowledge and capacities of persons to participate in the labour force. That is education plays a crucial role in the development of the human resource for both personal fulfilment and social advancement which is indisputable fact recognized in the world all over (Anamuah-Mensah, 1995; Agyenim, 2000). From the preceding discussion one can say that without education, a nation cannot develop. It therefore behoves every nation to ensure that it provides quality education to enable the citizens to participate in the development of the nation. Provision of education also requires myriad of resources, all of which cost money. Who then should provide the money to pay for this type of education? This question has generated a lot of controversies in Ghana today.

Meanwhile, education is considered to bring both private and social good in the sense that it benefits the individual and the nation as a whole.

A majority of people have come to realize the importance of education. Schooling has become great investment, the more you invest in your children's schooling, the more you gain in future, people once catered for in schooling come round to help you and the nation in times of need. Community participation in support of the school is very significant in the provision of Education.

Baku and Agyeman (2002), view community participation as the contribution members of the community make to facilitate an educational programme within the framework of the national development agenda. It is based on the reason that the provision of basic education should be a joint venture and indeed has become a joint venture. It is not new in the system; it, started before the missionaries came to settle in Ghana. According to Graham (1971), before formal education started, informal training was given to the youth to acquire knowledge, ideas as well as skills that enabled them to meet challenges and problems of the community. In this vain, the whole community members were involved in the training especially in moral upbringing, hunting, fishing, carving and basketry.

McWilliam and Kwamena-Poh (1975) reported that the missionaries who established formal education in the country in 1844 involved the communities in which schools were built. The indigenous people for example provided land for schools at no cost. Converts helped in the construction of mission houses, churches and schools. Those who were unskilled provided communal labour. Children were admitted into the school and some local craftsmen were sometimes invited to the school to teach their craft.

The poll tax ordinance of 1852 according to McWilliam and Kwamena-Poh (1975) further encouraged partnership in education. The communities were asked to pay tax to fund education. This idea of funding education was hard to achieve because people refused to pay tax. Community participation again was given another boost with the passing of educational ordinance in 1888. The purpose was to assist education in the Gold Coast. In line with the Education ordinance of 1887 which remained in force for forty (40) years, the government made provision to assist schools managed by the missionaries. Such schools received grant from public funds when they satisfied certain government conditions. These included teachers holding the board's certificate. All children in the community had to be admitted and there were to be an average attendance of both teachers and pupils. In order to supplement government efforts, community participation in education became necessary because of lack of money from government source (Asiedu-Akrofi, 1975).

During the trade slump in 1930, community participation in provision of education increased. Private companies and individuals put up schools to (McWilliam & Kwamena-Poh, 1975). Development in the role played in community participation in education delivery in 1930's was the acceptance of tribute Tax by Guggisberg's 1927 educational ordinance by the Northern Territories, which made education development possible. In 1942 a central advisory committee was set up and their work gave the following provisions;

1. District Education Committee was to set up schools under the chairmanship of district commissioners.

2. To advise the government on local educational needs and plans.

3. The committees were to advise the government on educational needs of their area of operation on setting of new schools. In this, local community had a voice in the administration for the first time.

McWilliam and Kwamena-Poh (1975) again described how participation and education programmes were put into operation by African Administration that came into power when the Gold Coast (now Ghana) became internally self government. This is seen in the Accelerated Development Plan of Education. Its aim was to accelerated educational process for national development by introducing universal primary school. In this plan, provisions of classrooms, playground and garden were expected to be the responsibility of the local council with the help of the local community

According to the ADP, local authorities were supposed by 1954 to pay 40% of primary school bills. Ward (1967) said, in furtherance of education, parliament passed a new Education Act in 1961. The aim was to legalize all changes made earlier and introduced new ones. It embodied many provision to solidify educational gains and make further development. The Act allowed educational local authority to build, equip and maintained many primary and middle schools in their area of operation. It made it clear that the communities exercise total ownership rights and responsibility over schools.

In 1972, Rev. N.K. Dzobo was appointed chairman of educational committee to review the existing educational structure; the committee's report was published in February 1974. The report was implemented in some urban centres until 1987 when its proposals were spread nationwide with some modifications. For example, they proposed a reduction in the duration of pre-university education from 17 to 12 years. Although this committee was not primarily concerned with administration and management of education in

Ghana, its sweeping changes had administrative implication for education. It introduced the policy of decentralization from single centre of an institution to subordinate levels in a territorial hierarchy – the transfer of administrative powers to local level. This was introduced in 1987 under the Provisional National Defense Council (PNDC). The following administrative structures operate under the decentralization policy;

a. Minister of Education (policy maker)

b. Director- General of Education (GES) Policy Implementers

c. Deputy Director General

d. Director 1 division a regional directors

e. Director 2 District Directors

f. Circuit Officers

g. SMC (school management committee)

h. Head teachers and teachers

i. Parent Teachers Association

j. Chiefs, elders and individuals stakeholders.

The primary objective was to pave way for various communities to participate in decision making at the grass root level. This participation includes the provision of educational services. Hence, under the structural adjustment programmes and the government white paper, District Assemblies are expected to direct the efforts of the people to contribute to educational cost. PNDC law 207 of 1988 also clarified and legalized community participation in education by making the District Assembly a pivot in provision of services for the community. The local government (District Assembly) establishment legislative instrument (1988) again enumerates the functions which District Assemblies are charged to perform section 400-42

which pertains to education provision specify that it shall be the duty of the assembly to:

1. Equip and maintain all public primary, middle now (Junior high) and special schools as are in opinion of the secretary of Minister of Education.

2. Advise the secretary on all matters relating to primary and middle schools in consultation with the local community. Here too we could see that Chiefs and elders were empowered in decision making process concerning education.

This policy aimed at creating opportunities for the local people to participate in the management of education so as to make them aware of what the needs of the schools are and roles they play to satisfy those needs. Riis Presbyterian Model Primary school in Koforidua, E/R is a typical example where there is active community participation. The researcher is a teacher in this school and can attest the successes always chalked by the school (which is a public one) are due to the fact that Parent Teacher Association (P.T.A), School Management Committee (SMC) and opinion leaders are always willing to participate in the affairs of the school. For example, they have been providing funds for school buildings, renovating of old ones, extended teaching, financing speech and prize giving days especially one which happened on 30th of May, 2008 ,user fees as well as sports and culture.

In addition to this, parents always attend P.T.A meetings and make constructive contributions which indicate that they are ready to provide free services for the school. UNESCO(1990) declaration posit that learning does not take place in isolation, societies therefore must ensure that all learners receive proper nutrition, health care, general physical and emotional support

they need in order to participate actively in and benefit from their education (Kochhar, 1991).

Community participation in providing basic education thus plays a very important role in the management of education in Ghana. It is in this direction that in implementing the Basic Education Sector Improvement Program (BSIP), government put in place education structure from the national to the district and school levels. This structure sensitizes and mandates various stakeholders in various communities to take up ownership and participate fully in running of schools (Asiedu-Akrofi, 1992; GES, 1994).

Albert (1997) opines that the World Bank has increasingly done a lot of research studies showing the close relationship between community participation and improvement of basic education delivery. It has been exploring ways to integrate parents and community in education provision. President Kufuor in 2004/2005 academic year introduced capitation grant of three Ghana Cedis (GH¢3.00) per child per school year to enable more children of school going age have access to basic education. A couple of years after its introduction, government seem to be facing problems with the release of funds as she cannot overstretch resources to fulfil this good intention. Some head teachers and mistresses confirmed the difficulties in having the funds. A way out then is to request individual beneficiaries and agencies to at least come in to help either in kind or cash to provide quality education to the younger generations.

Statement of the Problem

Community participation in the development of basic education has over the decade become very important due to the realization that quality education is the number one developer of human capital all over the world. It is an intervention strategy put in place in basic education sector improvement programme as well as the whole development, to help children acquire quality basic education. This is the laudable objective of the free compulsory universal basic education (FCUBE). The main objectives include: improving in quality of teaching and learning, improving efficiency in management and increasing intake of children of school-going age. These strategies call for community members to play a strong and active part in the provision of quality education by pulling resources together to support government's effort. The government cannot overstretch the limited resources to fulfil these good intentions, (FCUBE) as well as other obligations to cater for in health, transport and agriculture for example.

Some communities have understood the policy and are supporting it fully to achieve the aims. Others are ignorant about the whole issue. Some reasons given to the researcher is that government has made basic education free and compulsory by introducing capitation grant and the school feeding programme to give meaning to Article 38 (2) and 25 of the 1992 national constitution. This particular problem appears to be peculiar among the people of New Juaben Municipality.

Since the introduction of the Basic School Improvement Programme (BSIP) in April, 1996 and the Whole School Development (WSD) programme, not much has been done to determining the level of participation of various communities. This study therefore sought to find the level of

involvement or participation of community members in the provision of basic education using BSIP and WSD objectives as an access tool to access the extend community involvement in the development of basic education in the New Juaben Municipality.

Purpose of the Study

The purpose for conducting this study is to access the extent of community participation in the development of basic education using the whole school development (W.S.D) and Basic School Improvement Programme (B.S.I.P) programme objectives. These objectives are to improve quality teaching and learning, improve efficient management and then improve access to and participation of all stakeholders of education .The study also seeks to find out why some communities appear to have lukewarm attitude toward the programme.

Objectives of the Study

Specifically, the study seeks to find out the views of the community about the importance of their participation, level and form of their participation, barriers they face in their effort to participate in education and ways of improving the act.

Research Questions

The study was guided by the following questions:

1. What are community views on the importance of their participation in provision of basic education?

2. What form and to what extent is community participation directed at improving access to and quality in the provision of basic education in the New Juabeng municipality?

3. What roles have the community played in the management, supervision and monitoring of basic education in the New Juabeng municipality?

4. What are the barriers faced by the community in participating in the provision of basic education in the New Juaben municipality of Eastern Region.

Significance of the Study

The criteria for the worth of an academic research is the creation of new knowledge but the worth of an evaluative study is found in its contribution to the national decision making process.

Accordingly, the study will serve as a body of knowledge on the role of community participation in the effective management of basic schools in the New Juaben Municipality. The findings, recommendation and suggestions of the study will be made available to   districts sharing similar situations as well as the New Juaben Municipality. This would help administrators, students and all stakeholders enjoin participate fully in provision of quality basic education.

Delimitation of the Study

The study covered all the public basic schools in the New Juaben Municipality. It covered the key areas in the community which were expected to participate in the study. It dealt with District Directorate of Education,

Municipal Assembly, P.T.A, S.M.C, Unit Committee, Headteachers and Teachers. They each play their roles in the education system of the country. The study is to measure the level of participation in relation to the Whole School Development and the BSIP programme objectives.

Limitations of the Study

Every research undertaken would undoubtedly be subjected to practical constraints that militate against near-perfect outcomes. However, efforts would be made to counteract the negative effects of problems to be countered to ensure success. Some of such setbacks that were experienced are in the following:

1. Poor record keeping habits exhibited by most school and the disregard for archival materials.
2. Time, energy and financial constraint to cover greater parts of the municipality for more pieces of educational information.

Definition of Terms

Access: Opportunity to participate in school.

Community participation: Community involvement in the provision of education. It is the role the community plays in facilitating the implementation of programmes with the framework of the national development agenda. It is based on the provision of basic education being a joint venture between the community and the government.

School-community: Is the environment in which a school is located and contributes to the development of the school.

Organisation of the Rest of the Study

Chapter two consists of the review of literature related to the study. It examines the views of authors and researchers on issues related to the study. Specifically it addresses issues like the meaning of community and participation, role of the school and why it must relate to the community, forms of community participation, levels of community participation, and the school-community and decentralisation in education. Other areas addressed are effect of community participation and the development of basic education, barriers the communities face in their efforts to participate in the development of basic education, and the ways of improving the practice of community participation in the development of basic education.

Chapter three discusses the methodology adopted for the study. It describes the study area, research design, the population, sample and sampling procedure, research instruments, pre-testing, data collection procedure as well as data analysis.

The fourth chapter contains the results and discussion of results obtained from the fieldwork. It examines the trends that emerged from the data by using descriptive statistics.

The concluding chapter, chapter five, presents the summary, conclusions and recommendations as well as suggestions for future research related to the topic.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The chapter discusses literacy materials that are related to the topic. In reviewing these issues, the following are discussed:

1. The meaning of community and participation.

2. The role of the school and why it must relate to the community.

3. Forms of community participation

4. Levels of community participation.

5. The school-community and decentralization in education.

6. Effect of community participation and the development of basic education.

7. The barriers the communities face in their efforts to participate in the development of basic education.

8. Ways of improving the practice of community participation in the development of basic education.

Policy makers, educators and others involved in education are seeking ways to utilize the limited resources efficiently and effectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significant benefit of the community assistance in education and have recognised community participation as one of the strategies to improve education access and quality. This is not to say that community participation is something new in education delivery. It did not suddenly appear as a panacea to solve complex problems related to education. In fact, not all

communities have played a active role in children's education. Until the middle of the last century, responsibility for educating children rested on the community. Communities organize themselves to operate schools for their children. This participation has been fully recognized and not extended systematically to wider practice.

In preparing and implementing any effort to promote community involvement in education, it is important to understand the whole picture of community participation; how it works, what form it takes, what benefits it can yield and what one should expect in the process of carrying out the effort. A deeper understanding of this issue is important since the link between community involvement and education access and quality is not simple but involves various forms. Campbell, Bridges and Nystrand (1997) observed that the school community can be characterized as rural or urban, as form or non-formed, industrial or residential and as upper, middle or lower class. The type of community obviously has a showing impact on the type of school that may be established as well as the kind of relationship that can exist.

The Meaning of Community and Participation

Zenter (1964) points out two aspects of communities. First, community is a group structure whether formally or informally which are integrated around goals associated with problems from collective occupation and utilization of habitation space, collective identification of local autonomy and responsibility. Bray (1986) also presents four different types of communities on community financing of education; geographic, ethnic, racial and religious communities.

Participation according to Shaeffer (1992) is characterized that members share, such as culture, language, tradition, law, geographic, class and race. He argues that some communities are homogenous and some united while others are conflictive. Some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government and since govern by leaders imposed from above represent central authorities.

Community participation is define by Grant (1979) as an expression of political decentralization which entrusts to more than one group of citizens, all or some position of decision making responsibilities formally reserved for the professional administration. Community participation is that in which citizens and social agencies affected by the schools are partners in making important school policy decision in areas such as curriculum planning, selection of school personnel, budget and plans for integration. He also provides some specific activities that involve a high degree of participation in wider development context which can be applied in the educational sector. This includes collecting and analyzing data or information, defining priorities, setting goals, assessing available resources and designing strategies to implement these programmes and dividing responsibilities among participants, managing programme monitoring progress and evaluating results and impact. One can therefore say that community participation in education is a process whereby the community in which the school is situated share common responsibilities in providing quality education for the children in the society.

The Role of the School and Why It Must Relate To the Community

According to Bray (1986) schools are centres for social development, they are institutions that prepare children to contribute to the betterment of the society in which they live or operate, and the school should not therefore operate as separate entity within the society since each group plays different role in contributing to children's education. There must be effort to make a bridge between them to maximize the contribution. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnership between schools, parents and the entire community.

Richman and Farmer (1975) state that any kind of organization is embedded in its external environment. From this environment come various input such as manpower, service and information of many kinds. A school must therefore establish a close relationship with the community because in the long run, a school cannot be any better than the community is capable of making it. They continue to say that education takes places not only in school but also within families, communities and societies.

Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100% responsibility for educating children. Parents and families cannot be the only group of people for children's education as long as children interact and learn from the world outside their families. Communities and societies must support parents and families in the upbringing, socializing and educating their children

Asiedu-Akrofi (1975) says the school is the societal institution especially contrived to perpetuate society's values, ideas, norms and beliefs. Again, the school is an instrument of change. As the society develops, it is the

hope and aspiration of societies for the school to bring about change in the people in the society. He said that the school is concerned with getting the society to confront and know itself-its purpose, its limitations, its aims, its goals and means, its ethics, its élan in that kind of confrontation. The school must have to play a very important role to bring change in the economic, social and political development of the society.

Also, changes in school programmes have to be tailored to suit individual abilities therefore the school has to relate very well so that parents will be well informed and be able to advice their children intelligently. The school is a foreign institution and this makes it possible for people to have veer ideas about it. To many people, the school is not one of the society's own instruments of culture. Many are not aware of the changes that go on in the school and therefore these changes are never given the right interpretations. The schools need to relate effectively with the community so that the community will have correct notion about the school. For financial support and proper child development the school has to relate to the community. Although the school has become important in the training of the child, bodies such as the church, press, peers and the home influence the behaviour of the child. The school must therefore work hand in hand with these agencies because whenever they are in conflict the child suffers.

Asiedu-Akrofi (1992) therefore describes three main community relationships. These are the closed system relation whereby boundaries of the school are closed to the community. Both the school and the community are separated from each other. The interpretation relationships: This is whereby though the school interacts with the society, people hold distorted views about the school or see the school in a different light. Cooperatives system is the

open type whereby the community involve themselves in the school affairs. The school boundaries are open to the community and the school allows itself to be influenced by the community.

Asiedu- Akrofi (1975) therefore stresses on co-operation system which is gaining momentum in Ghana. In this, he stresses on good relationship of active involvement of the community in school affairs which is characterized with flow of information between the school and the community. Members of the community develop a sense of identity with the school and want to be influence by it.

Mescom, Albert and Khedouri (1988) points out the need for organizations such as the school to consider external forces for their success. The reason is that the schools depend on outside world for supplies, energy, labour and customers. The school should therefore identify the important factors in their environment that have a major impact on their operations so that they can make appropriate response to the environment inputs.

Levin and Young (1994) have emphasized that a school is inextricably linked to the wider social setting in which it is embedded and that the influences invade the school in both obvious and subtle ways. School authorities have; however, tended to focus on the operation of the internal factors in issues they consider having greater relative importance to school effectiveness and survival. This explains why some schools exist in their communities without being closely related or connected to them. In today's complex society, however, any organization such as the school must adapt to changes in the external environment and make appropriate modifications internally.

It is also argued that lack of resource and management incapability have proven that government cannot provide the community with adequate educational delivery, fully equipped school buildings, a full range of graded teachers and instructional materials. This triggers the emergence of the collaborative method or model, in which community plays a supportive role in government's provision of education.

Epstein (1995, 1997) says that to help children acquire quality education and better life, focuses on partnership, conned families with others in the school and in the community and help teachers with their work. He again summarized various types of involvement to explain how schools, families and communities can work productively together.

1. Parenting to help all families to establish home environment that support children's learning at school.

2. Communicating to design effective forms of school to home and home to school that enable parents to learn about school programmes and their children's progress in schools as well as at home.

3. Volunteering a recruit and organize parent help and support.

4. Learning at home to provide information and ideas to families about how to help pupils at home with homework and other curriculum related activities, decisions and planning.

5. Decision making to include families in school decision, to have parent leaders and representatives in school meetings and

6. The school community can help identify and integrate resources as well as services from the community in order to strengthen school programmes, family practices and pupils learning.

According to the World Bank source book which was approved in 1995 on basic education improvement programme, the World Bank has been increasing its focus on participation of community and parents involvement in schools in order to improve the teaching and learning environment.

Again as societies develop, it is the hope and aspirations of societies for the school to bring about change in the people in the society the school is concerned with getting the school society to confront and know itself. Its purpose, its limitations, its aims, goals and means, its ethics, its élan; in that kind of confrontation, the school must dare to play a very important role in bringing change in the economic, social and political development of the people and changing notion about teachers.

Asiedu-Akrofi (1975) says that for a long time teaching has been considered as any man's job, it did not need professionals. Things have changed, these days teachers undertake professional training like other professionals, these have to be communicated to the public so that teachers would be held in high esteem as other professionals. The school must again announce information on change of programme and correct information about the school to the society. Many people are not aware of changes that go on in the school and therefore these changes are never given the right interpretations. The school needs to relate effectively with the community so that the community will have correct notion about the school.

Forms of Community Participation

Collectta and Perkins (1995) illustrate various forms of community participation. They are as follows: Research and data collection, dialogue with

policy makers, school management, curriculum design and development of learning materials and school construction.

They go on to explain the various terms used for the various forms of community participation. Thus, research and collection of data as defined according to Gay (1987) is the systematic applications of the scientific method to answer perplex questions in order to increase knowledge and understanding of phenomena. It is scientific inquiry in educating problems and this is done by collecting and analyzing of relevant statistical information concerning the educational system and related socio-economic factors. This information provides the necessary foundation for the assessment of the existing situation of the education system and also for making projections regarding the future development of the educational planning or organization.

Sekyere (2008) outlines six forms of community participation in education.

1. Community provision of land for school building and agriculture.

2. Provision of classrooms, workshops and furniture

3. Assisting in enrolment drive by educating the members of the communities to send their children of school-going age to school.

4. Assisting teaching staff to get residential accommodation.

5. Carrying out rehabilitation works in the schools

6. Supervision of certain areas of school life or activities to ensure effective teaching and learning. These areas include pupils.

Levels of Community Participation in Education

Shaeffer (1992) clarifies different degrees or levels of community participation in education.

a. Involvement through contribution of money, materials and labour.

b. Involvement through consultation on participation issues.

c. Participation in delivery of a service often as a partner with other actors.

d. Involvement through attending meetings (e.g. parents meeting at school implying passive acceptance of decision made by others).

e. Participation as implementers of delegated powers. And

f. Participation in real decision making at every stage including identification of problems.

He also provides some specific activities that involve a high degree of participation in wider development context which can be applied in the educational sector. This includes collecting and analyzing information, defining priorities and setting goals, assessing available resources, designing strategies to implement these programmes and dividing responsibilities among participants managing programmes, monitoring progress of programmes, and evaluating results and impact.

The Community and the Decentralization of Education

According to Acheampong (2004) and Karikari (2007), education delivery in many low income countries like Ghana is often characterized by top-down approach where decisions are taken at the centre and expected to be implemented at all schools irrespective of their needs. In other words education delivery is seen as a one size fit all and this creates a problem of dependency of school on the central government's direct intervention to address problems of quality when in most instances these are best solved or

handled through the combined efforts of teachers, schools and the local communities.

In effect, the whole school philosophy is that schools can achieve significant improvement in terms of the learning outcome of pupils, if there was effective education decentralization as understood under whole school development (WSD). It is a strategy for enhancing the participation and involvement of all key partners in planning and decision making to achieve target goal of improving education. The assumption underpinning the policy is that, a decentralized are therefore encouraged adopting a more open and participating management style where parents, school management board and student's are considered crucial partners in education system is more responsive to local needs and nurtures a culture of ownership, partnership and commitment. The WSD training programme handbook (1999) notes that, for schools to function effectively, head teachers, teachers should be encouraged to adopt a more open and participating management style where parents, school management boards, students and the community members are considered crucial partners in the day-to-day functioning of the school.

The WSD targets poor school conditions for improvement, emphases on rehabilitation of school buildings and provision of resources such as libraries, textbooks, furniture and stationary. To promote access and community participation in education service delivery at the local level, the programme trains community participation coordinators in the entire district. Personnel are trained in how to conduct their activities. Decentralization is therefore the reversal of power concentration from single centre of an institution to subordinate levels in a territorial hierarchy the transfer of administrative power from the central to local authority. This poses way for

the various communities to participate in decision making at the grass root level. This policy was introduced nationwide in 1987 under PNDC. President Kuffour also supported decentralization. In his speech on August 14, 2002 in the Daily Graphic, he said that decentralization should be put in use because as organizations grow and become complex a centralized administration system cannot fulfil education functions effectively.

Stoner (1992) argues that most advantages of delegation can be taken as proxy for the benefit of decentralization since delegation is a tool which allows managers, heads and chief executives to function with maximum effectiveness in organizations. Managers like teachers at the local level can easily identify problems underground and develop strategies to tackle them. It again speeds up decision making since sub-units are authorized to make necessary decisions on the spot. It also commits sub-units to accepting judgment and accountability of trend activities. Thus, serve as a means of training for subordinate heads of units.

Atta-Quayson (1993) also says that decentralization in education provides community participation in management. He, however, argues that it may lead to the problem of corruption since accountability could become difficult. He also recognized the following advantages:

1. Speed of operating decision would be increased since decision does not have to be referred to the headquarters.

2. Quality of decision making may be high because the decision making are more familiar with the situation on the around.

3. Heads of school may be relieved of day to day decision and concentrate on high level activities to bring about quality education.

In effect if the community involves itself in the provision of basic education, it would help children acquire the needed education which will prepare them for future life.

The Effects of Community Participation in the Provision of Basic Education

The goal of any kind of activity that attempts to involve community and families and parents in education is to improve the educational delivery so that more children learn better and are well prepared for the changing world. There are various reasons to support the idea that community participation contributes to achieving these goals. The following explain the importance of community participation in education.

According to a report on World Conference on Education for All in Thailand, learning does not take place in isolation. Societies therefore must ensure that all learners receive the nutrition health care general physical and emotional support they need in order to participate actively in and benefit from their education. The report drew attention to important things to enhance community participation (Jomiten as cited in UNESCO, 1990).

The report pointed out that governments are unable to provide adequately to support basic education due to lack of adequate human and material resources particularly in developing countries like Ghana. The focus has therefore shifted to finding efficient and effective ways to utilize existing resources. It has been fully recognized that communities themselves have resources to contribute to education and they can be resourced by providing local knowledge for their children. Involving parents, families and the communities in the process of research and data collection can reveal to you

factors that contribute to low enrolment, attendance and poor academic performance. Again, parents are usually concerned about their children's education and often willing to provide assistance that can improve the educational delivery. In places where teachers' absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive at classrooms on time and perform effectively. Parents and communities are powerful resources to be utilized not only in contributing to improvement of education delivery but also in becoming the care agents of the education delivery.

World Bank (1990) opines that the absence of government support leaves school infrastructure, equipment and pupils supplies to parents and communities. As a result, community and parents are in the centre of keeping the school going. Again, Burke (2001) initiates that relevant curriculum and learning materials also reflect children's everyday lives in society. When children use text books and other materials that illustrate their own lives in the communities, they can easily associate what they are learning with what they already know. In these schools they can set a goal to link the culture of the people, homes and community with the culture of the school that is the school considers the community lives such as festivals, customs, musical instrument and local business activities to be reflected in the curriculum.

Communities can also help identify and address factors that contribute to educational problems such as low enrolment and poor academic performance. In this a team can be appointed to carry out project to find out why the problem exist, mobilize themselves around these problems and come out with their own solutions (Mankoe, 2002).

He pointed out clearly that community participation can contribute to promotion of girl's education. Through participation in school activities and frequently communicating with teachers, parents and communities can learn that girls education contribute to the improvement of various aspect of their lives such as increased economic productivity, improved family health and nutrition, reduced fertility rates and reduced child mortality rate.

Involving communities in schools helps to identify possible teachers in the communities' especially local female teachers who greatly help girl's education. Girling (as cited in Manko, 2002) also points out that the establishment of strong school community relationships brings benefits in five important areas. These areas are staff renewal and innovation, positive child development, realization of democracy, ensuring sustainability of school community relations and increased accountability.

Staff Renewal and Innovation

School community partnership is a source of innovation of staff renewal. Professional development programmes can arise, for example, from the donation of computers to a school by some companies. The donation will pave the way for staff to organize a workshop to learn the use of computers. Levin and Young (1994) also say that a society establishes a school so that it could help her goals and aspiration. How else could the school fulfil this mission without fulfil its close cooperation with society that established it in the first place? A school that ignores community is likely to go astray, and operates in a vacuum. Thus, the school's success is closely related to the degree to which the culture of the home corresponds with the culture of the school.

Positive Child Development

While the school has been assigned a primary responsibility of educating the child, parents have important role to play in supplementing what the school will be providing the child. A close school-community relations therefore assist in meeting the child's educational needs fully.

Community participation in the provision of education can contribute to preparing and improving home environment. This is by means of encouraging parents to understand the benefits of their children's schooling. A World Bank study (1990) which analyzed primary education in India discovered that families who are aware of the importance of education can contribute much to their children's learning achievement even in disadvantaged districts. It also shows that students from families that encouraged children's schooling, by allocating time at home for study, encouraging reading and supporting their children's educational aspirations, scored significantly higher on test of learning achievement.

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

Realization of Democracy

Where schools are perceived as authoritarian institution, parents and community members do not feel welcomed to participate in their children's education. They are not capable of taking any responsibility in school issues and tend to feel that education is something that should be taken care of by educational professionals at schools. Many people, especially marginalized in society develop this kind of negative attitude towards school because they are not treated by teachers with respect. For instance those who do not speak the country's official language and are of not of the same culture and feel discouraged in the classroom. Teachers do not show respect to their linguistic and cultural diversity, and involving communities in schools, is a way of promoting democracy through identifying and addressing inequities embedded in institutions, and societies as a whole. In addition, it is a strategy to create an environment in which parents feel comfortable in participation in schools (Karikari, 2007).

Reimers (1997) considers the case of Fez in Algeria, where schools were aimed at using teacher training to promote appreciation of the diversity of student background and their use of non-standard forms of language in school. This innovation in running the school, Reimer argues, is very important for the support of democracy as it promotes local participation to solve local problems. Moreover, parent's involvement in education is seen as a right or as an outright democratic value in some countries. According to the Organization for Economic Co-operation and Development (OECD) study (1997) in Denmark, England and Wales, parents have a right to be represented on the governing bodies of schools; in France they have a right to representation on a whole range of policy-making bodies; the parents charter

gives English Welsh parents a number of rights, including the right to certain information from the school; in Span, the constitution recognizes the right of teachers, parents and students to participate in defining the scope and nature of the education process and gives them a wide range of statutory rights in relation to education.

Ensuring Sustainability of School Community Relations

One major way to ensure sustainability of programmes is the availability of funds whether from governments, private institutions or donor organizations. In this regard community participation in education cannot ensure the sustainability of school itself since communities oftentimes have to rely on external funding to keep the program sustained.

However, involving community is a way to ensure that benefits brought by development programmes will be maintained after the external interventions are stopped. Thus, sustainability is dependent on the degree of self reliance communities. Community members are expected to be actively involved in the process of interventions through planning, implementation and evaluation of education programmes. They are also expected to acquire skills and knowledge that will later enable them to take the programme. Through these efforts the community can fully support the school and the school also would provide fully what the community wanted.

Increase Accountability

Parent involvement in education, particularly in school governance, is seen as a method of making schools more accountable to the society which funds them. This has been witnessed in some places such as England and Wales, Canada and the United States of America. The notion of parental

involvement for accountability derives from a more market-oriented concept in which school family partnerships are viewed rather like business partnership, through which the two parties receive mutual and complementary benefits which enable them to operate more effectively (OECD, 1997).

An extensive examination of six case studies in the Philippines, Kenya, Bangladesh Pakistan, Colombia and Bolivia led by Rugh and Bosserts (1998) concluded that teachers and other school staff feel they should be accountable to community client only when the community holds some power over them. When they come from the same village and sometimes when community education committee exists to manage the schools and members are empowered to exert their influence.

They also argue that accountability is developed through routine parent's meeting and reporting systems on student progress. When parents contribute their time, labour, materials, land and funds, they tend to be involved in school activities, including participating in meetings with teachers and monitoring teacher's performance. Teachers and school staff, in turn, feel more obliged to deliver better education for pupils and students in order to respond to the needs of parents and communities.

Besides, staff renewal and innovation, positive child development, realization of democracy, ensuring sustainability of school-community relations and increased accountability, other effects discussed in this section of the review are as follows;

Community Participation in the Promotion of Girls Education

Community participation can contribute to promoting girls' education. Mensah (2001) and Girling (as cited in Manko, 2002) say that through

participation in school activities and frequently communicating with teachers, parents and communities can learn that girls education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates and reduced child mortality rates.

Madeleine (1997) says that education should prepare all pupils for the sharing of domestic responsibilities and equip girls as well as boys to earn an independent living to cope with life and to participate in democratic decision making and public life. Involving parents and communities in discussions as part of school activities also helps to identify factors that prevent girls from schooling. Parents are encouraged to express their concern and reasons why they are not sending their daughters to school. These issues are serious obstacles and have to be addressed and overcome in order to promote girls education.

Mensah (2001) and Girling (as cited in Manko, 2002) point out means of promoting girls' education that is, involving parents and communities in school activities which help to identify possible teachers in the community, especially local female teachers which greatly help girl's education. Also places where communities are indifferent to girls' education, elderly people, opinion leaders, or religious leaders who are respected by community members can convince them to send their girls to school if the dialogue with these respected people takes place successfully.

If schools collaborate closely with their communities they gain political support in public funding. This is because the community understands and sympathizes with the school objectives, goals and

programmes and consequently establishes a political will towards the school. The school therefore enjoys improved mobilization of resources.

Support for Teachers

Community members can be rich resource to support practice in the classroom by facilitating children's learning. Local people can come to the schools and help students understand various species indigenous to that locality. They can also help students/pupils understand concepts which teachers teach in classrooms by having the students coming into the community, interacting with community members who are knowledgeable in the town's history, craft and certain issues faced by the community.

Also, community members can support teachers by contributing their skills to speak the local language when the majority of students do not understand the teacher's language of instructions. They can attend classes as interpreters who not only translate language, but also help teachers as well as students by bridging the gap that exist between cultural values of teachers and those of the students.

Furthermore, parents and community members can contribute to teaching materials by providing them with knowledge and materials that are locally sensitive and more familiar to children. They can also be powerful incentive for teachers. Teachers' absenteeism and lateness are some serious problems in many places. Among many others, accommodation, lack of monitoring and supervision are critical factors contributing to these problems. When teachers are monitored and supervised and properly accommodated by community members, they tend to be more aware of what they do. Feedback

from parents and the community about their teaching performances can be a strong tool to motivate teachers if schools are also collaborative.

Avoidance of Conflict between the School and the Community

When school authorities and community relate closely they are able to take good decisions. The absence of dialogue can lead to confusion where every person interprets official actions in the way he or she thinks fit. This interpretation will work to the detriment of the school and community alike. Thus, a good school community can avoid conflict (Asiedu-Akrofi, 1975). Here the school authority would as much as possible take time to explain government policies to the community. With the understanding, they would also give up their best to support the school and not try to impose their views on the school which at times bring conflict between them and the school community.

Serene Learning Environment

According to Reith and Girling (1991) collaboration between a school and its community creates learning environments that are more inclined to address the diverse needs of heterogeneous pupil/student population. The school becomes open to educational options that encourage administrator, teachers, parents and pupils to think beyond the limits of the organizational and educational paradigms (form or class) within which they are expected to function. Indicators of non collaboration are infinite, including school drop-out, truancy, poor examination results, and preference of private schools well to do families, particularly in the urban areas and pupil's indiscipline.

Students' Achievement

Levin & Young (1994) observed that when a school relates closely with its community, pupils/students perform well than those schools where the community is not involve. Sustained school-community participation reinforces people's belief in education. In this case, the school must endeavour to provide high quality instructional programmes for the children. Such programmes will satisfy the need of all children – the gifted, the average and the backward alike. An Evidence of such quality of a school instructional programme is scoring high in internal and external examinations. This success motivates community members to support the school and its needs.

How Community Participation can Improve Education

Shaeffer (1992) and the World Bank (1990) study come out with ways by which community participation can improve education. Community members must advocate enrolment and education benefits and promote girls' education. They must ensure pupils/students' regular attendance and completion by helping them with their studies at home and seeing to their nutritional needs. They must identify factors contributing to educational problems such as high repetition and, drop out and prepare in children readiness for school by providing them with adequate development.

To the school, they must raise funds, construct, repair and improve school facilities, contribute in labour, materials and land, attend school meetings to learn about their children progress and behaviour from education committees. Also, to the teachers, the community should provide security for them by preparing adequate housing for them, recruit where the need be and support them in cash and kind, monitor and follow up on teacher attendance

and performance and provide skills instruction were necessary in local cultural information.

Malawi Primary Education Projects

In June, 1994, Malawi government announced free and compulsory basic education. This created in increased in the school population which necessitated the hiring of more teachers, classrooms teaching and learning materials etc, because of the high population most classes were held in temporary facilities such as churches mosques and the open air under trees.

The government estimated a need of more classrooms to contain a nation of about 6o pupils per classroom. It became clear that the quality of education was deteriorating due to lack of facilities. Under that crucial circumstances the primary education project was introduced focusing on the following urgently needed activities,

Construction of classrooms and associated infrastructure, pedagogical support and in-service teacher training particularly focused on the recently recruited teachers and the provision of teaching learning materials. Community participation was incorporated in attempts to realize the first objective of school construction.

The notion of integrating community participation into the project was considered from the preparation stage of the project. The importance of community participation in education was clearly recognized and all the stakeholders including the World Bank, the government and communities, agreed that the project would greatly focus on community participation.

However, the fact that it takes time to exercise any kind of participation at any level imposed challenge to the stakeholders who were

seeking for immediate solutions to serve additional 1.3 million children. The question of balancing demand and supply was a big dilemma through the project implementation.

The government undertook a school location exercise to determine the communities in which the new schools were to be located as well as those in which schools were to be expanded. Once identified, the communities were required to select the sites for their new schools and to prepare them for construction.

The communities were given education on their specific roles to play in order to increase enthusiasm and commitment to complete and maintain the shells. At the village level, community members and leaders were invited to take part in orientation workshops, to instil a sense of school ownership in the communities, including a traditional chief with recognized local authority. NGO's were expected to play a significant role in carrying out community mobilization, sensitization, capacity building, training for leadership and transformation, selection of high calibre people, and putting into place monitoring and evaluation mechanisms.

The project financed activities related to community mobilization and development. These included the participation of NGO, s as resource persons for training and capacity building efforts at the community level and for providing technical assistance for community mobilization. NGO involvement in the project helped to expedite uptake and facilitate greater awareness of the communities which became quite enthusiastic and prepared too many bricks without knowing how long they had to wait to receive the shell. Second, some communities were less enthusiastic about construction which slowed down the original plan. However, once they were explained fully the importance of the

schools and their contributions to their children's education, they changed their altitudes and started working more positively. These two incidents resulted largely from lack of communication between the projects implementers and the community members. This illustrates that it is important to ensure that both parties grasp the same understanding about the project.

A project manager who was interviewed in the report warned that community participation is becoming a fad and it has been a common idea that community needs to be involved in various kinds of activities in a wide range of sectors. This can be dangerous if people do not fully examine or even think about community's capacity to carry out the activities, this will result in overloading community members with work which they are incapable to do. In addition some communities are willing to get involved in various activities of the project, without knowing how to make contributions to the success of the project. There has to be a clear structure that can help community members to understand their expected roles, and can make sure that the coordination among different groups takes places successfully.

The Challenges of Community Participation in the Development of Basic Education

Involving communities in the education delivery required facing and tackling a number of challenges in general, as Creve and Harrison (1988) articulate, participatory approaches tend to over look complexities and questions of power and conflict within the communities. These are designs based on the false assumption that the community group or household are homogenous and have mutually compatible interest. Differences occur with respect to age, gender, wealth, and ethnicity, language, culture, race and so on.

Even though marginalized or minority groups such as females landless or lower caste people may be physically present during discussions, they are not necessarily given the chance to express their views to the same degree as others.

In an attempt to understand factors that prevent communities from being involved in formal education, Shaeffer (1992) found out that the degree of community participation is particularly low in socially and economically marginal region. This is because such regions tend to have the following elements:

1. Lack mismatch of appreciation of the objectives of education

2. A mismatch between that of parents' expectations of education and what the school is seen providing.

3. The belief that education is essentially the task of the government or the state.

4. The length of time required to realize the benefits of better schools especially on the part of parents.

5. Ignorance of the structure, functions and constraints of the school especially on the part of parents.

Challenges vary from one stakeholder to another although each group aims at its own vision to achieving the common goal of increasing educational access and improving its quality. The stakeholders comprise chiefs and elders, the entire community, District Assemblies, District Education Officers, School Management Committees and Parent-Teacher Associations, natives, residents abroad, teachers, opinion leaders, past students and non-governmental organisations.

A World Bank study on social assessment on Education Con Participation de la Communidad (EDUCO), in El Salvador revealed that even though parents value education and had positive attitude regarding the teachers, lack of communication, fostered the fear to get involved in education. Thus, parent/ teachers perceived their roles as separate from one another.

Mankoe (2002) observed that lack of focus on part of the school on the community from which they may get help and community unsure of their proper roles to participate in school activities do not encourage participation. There is often ambiguity regarding the general role of parents and other citizens in collaborating with their school.

Another challenge faced by stakeholders is the amount of resources available. This refers to the extent to which the community has resources to support the growth of the school. The obvious question is, do communities have enough resources to maintain special programmes for special needs of students? This needs to be answered negatively at times due to high economic hardship many communities are facing. For some villages in the New Juabeng municipality, life depends on subsistence farming. To get some people to support the school is a problem.

Teachers Professionalism

The long-standing pursuit of teachers to be accorded professional status with a unique and specialized body of knowledge makes teachers unwilling to share their knowledge with "non-professional" community members even though such knowledge sharing is essential for school-

community collaboration. The result is that parent-teacher relations remain poorly developed (Ozigi, 1995).

Gaynor (1988) also mentions teacher resistance, and says not all teachers welcome parents and communities participation in education. They tend to feel that they are losing authority within the school, as power is taken by community and parents. At the same time they are encouraged to involve them who sometimes are not willing to get involved in any school activities. Gaynor came out with this report after analyzing the complex relationship between teachers and parents in her study on teacher management with 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 impact of El Salvador's EDUCO project in which parents are responsible for school management and monitoring of teacher. Gaynor further stresses that the teacher feel threatened by parental involvements, believing that it will diminish public regard for their professional status.

Again, not all parents and community members are willing to get involved in school activities. Some have negative schooling experience themselves; some are illiterates and do not feel comfortable in any kind of school activity. They feel they do not have control over the school. Some parents are optimistic about the economic value of education but their optimism decreases when they are asked to think about the role of education in their own life.

Lack of time, particularly on the part of parents, has been cited as the greatest obstacle to collaboration. In this era where both parents are working

to make ends meet, people do not seem to have enough time to engage themselves in school matters.

Community Interference

One complicated issue is interference unpredictable behaviour of community members may damage a school's carefully made strategic plans (Mankoe, 2002). Some community want their views and suggestions to be implemented without considering what it will do to the laid down policy of the school. For example, some community leaders would like to use their positions to impose on teachers what in their views would help to the detriment of government policies.

Lack of Recognition of the Community

Many schools according to Keith and Girling (1991) tend to focus too much on monitoring and planning of specific element of the school that they fail to recognize that the school's community has potential to influence the school. The school at times forgets the existence of the communities in times of need. They fail to contact them for support.

Ways of Improving the Practice of Community Participation in the
Provision of Basic Education

Every school according to Mankoe (2002) should have a philosophy, mission, vision and objectives and establish ways and means of fulfilling them. A school should make short, medium and long term plans which should be spelt out clearly and disseminated to the school's immediate stakeholders and the whole community.

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

As discussed previously, no community, group, or household is homogenous. Thus, it is crucial to examine and understand community context including characteristics and power balance. It is important to examine the degree of community participation in some activities in society; some communities are well vested in school activities, while others are not used to working with schools. Careful examination of communities is necessary to successfully carry out activities promoting community participation (Fullan, 1992).

Musaazi (1982) also states that it is important to assess capabilities of the communities to carry out plans to promote community participation including capability, technical capability, financial and political. Thus, community participation in education requires communities to have financial knowledge and skills to run schools and political will to collaborate with agencies responsible for implementing effort. It also requires teachers and other school staff to have political will not only to work with parents and communities but also attempts to involve them in school management and operations. This includes;

1. An understanding for greater participation of its potential advantage, and of its constraints and risk.

2. Attitudes which encourage an open and transparent, collegial environment in the school and the open channels of communication.

3. Knowledge of local conditions which influence educational demand and achievement.

4. Simple research and planning skills.

5. School management skills which help define the goals, policies, programmes and expectations of the school and responsibilities and functions of each partner is to encourage sharing, more participating, in organising, planning in all decision making with both teachers and school community as well as to manage and account for government and community resources provided to the school.

6. The ability to gain the trust of parents. NGOs and other partners in the community, to communicate, collaborate, build a consensus with them, animate them and encourage their involvement in the school.

7. The ability to mobilize resources from the various interest groups and power centres in the community

Campfens (1997) also summarizes 7 main factors for effective participation in education as follows;

1. An open and democratic environment.

2. A decentralized policy with greater emphasis on local initiative.

3. Democratization of professional experts and officials.

4. Formation of self-managing organization of poor and excluded.

5. Training of community activism and leadership.

6. Involvement of NGOs.

7. Creation of collective decision-making structures at various levels that extend from micro, meso and macro levels and link participatory activities with policy framework.

Ghana Education Service head teacher's handbook (1994) also talks of establishing communication channels. It stresses that in order to exercise any kind of communication participation; there is the need to ensure understanding among all stakeholders.

Reasons and benefits of community participation have to be clearly addressed and understood by people. In addition, a continuing dialogue between the school and community is essential because it usually takes a long period of time to yield any benefit. Also, the entire stakeholders need to understand that responsibilities to educate children are not to be shouldered by single group of people. This can be done by conducting a social marketing and an awareness campaign in order to promote community involvement in their children's education. Such campaigns are designed to target parent and community members and help them increase their understanding on the benefit of the collaboration with teachers and schools.

It is important to conduct assessment of practices of community participation continuously once the implementation gets started. The communities are always evolving and so are their needs and demands. Further, the strategies need to be modified and tailored. Accordingly original plans need to be carefully designed and examined, but also needs to be flexible enough to leave room for making changes in the event of the implementation. Specifically, the assessment should look at the degree of the effects of the practices. Also, it is important to make sure that the different stakeholder's voices are reflected in the implementation practice.

Ways of Winning Community Support

According to Kochhar (2001) practice to make its policy broad based and steadily there are various ways in which the school can reflect on the implementation practice to make its policy broad based and steadily develop itself into a real centre from which will radical different activities and ideas will develop social and community life.

Here are some recommended measures by Mankoe (2002) that may be adopted by the school to win support of the parents and the community at large.

1. Maintain a warm, welcoming school atmosphere always hospital even to illiterate parents, however demanding they may be. If you want respect from the community, win its confidence, respect or support.

   Bray (1986) explains that, to draw the community together, there should be formation of P.T.A/SMC in the school. It should comprise parents whose children are registered as students or pupils in the school, together with teachers in that school.

   The members select their own leaders, which is appropriate forum for disseminating official policies, explaining needs, problems and expectations of either party and for taking decisions about how to solve such problems and satisfy identified needs.

2. Again special communication link through reports and bulletins can be made by the school as the need arises. Such communication links are usually made to the various groups and they in turn deliberate on it and send their reactions back to the school.

   The school can occasionally organize public entertainment such as play symposia, public lecture exhibitions, art and craft demonstrations

(calisthenics and acrobatics or laboratory technique). Such programmes attract specific segment of the community and offer them the opportunity to see the school more closely.

Moreover, the print and electronic media can be used to keep the general public inform about the aspirations, achievements and problems of the school. The schools should also honour those who have made significant contribution to the development of the school. For example active executive members of S.M.C/P.T.A and standing committees should receive awards.

Open Days – schools open their gates for members of the communities particularly parents and guardians to have a feel of what is going on in the school. The occasion gives opportunities for individual teachers to discuss individual pupil's problems with individual parents and guardians. Standing committees can also be organized to deal with specific matter for such as finance, discipline and teachers welfare.

Use of school facilities: Schools should put their facilities at the disposal of the communities for them to feel that the school is indeed their property. Such facilities include sports fields, classrooms and furniture which the communities use for activities such as church service, camping and mass education concert.

Employment Opportunity: Whenever it becomes feasible to employ a member of the community to work as full-time, part-time, and casual or as security persons and so on, offer them such employment opportunities.

Reciprocal Visit: Visit should be reciprocal. As community members visit the school, teachers should also visit the pupil's home to acquaint themselves with conditions under which they live.

Communal Labour: As school benefit from various types of materials and moral support from the community, the school should acknowledge these gestures by offering some help in community projects including organizing periodic clean-up campaign during which pupils clean up some of the mess in the community.

Dialogue: Schools should hold constant dialogues with the social service committee of the municipal, of district, or metropolitan assembly to acquaint them with problems of the school.

Suggestion Boxes: Provide suggestion boxes for the school at a few vantage points close to the school which people can put in suggestions for the betterment of the school.

Fund Raising Activities: Organize fund-raising activities such as singing competitions, poetry recitals, drumming and dancing, drama and miss fitness to generate some funds for the school

Durbars and Forum of Community Leaders: Hold durbars or forum during which there will be discussions on social issues, importance of education of the girl child, teenage pregnancy, HIV and AIDS.

Keith and Girling (1991) state that to get the community to participate, there should be the desire to collaborate. The staff must initiate the establishment of school-community relationship. Also, every school should respond to various students' needs by providing as many learning options as possible through skill teaching. This variation can be provided through for example specialized programmes that satisfy individuals' requirements. Students should have varying degrees of choice over what they learn.

Community Participation in the Provision of Basic Education

G.E.S SMC/PTA(2001) handbook and that of the head teacher's handbook, Asiedu-Akrofi (1975), Manu (1997) and Jacobson (1974) mention a number of people who should involve themselves in the provision of quality basic education and the roles they have to play. They are head teachers and staff, SMC and P.T.A, chief and elders, Unit committee, DA, DEC, local companies' organization, NGOs, parents, philanthropists, religious bodies and all other stakeholders.

Role Played by the Individual Stakeholders

The Central Government

It is the main sources of funding for education in the country, she does this through the provision of infrastructure, logistics, teaching learning materials, scholarship to brilliant pupils and student, and train up teachers as well as pay their salaries.

The District/Municipal Assembly

They are the local representative of the central government at the local level. They use part of the district common fund allocated to them by the government and internally generated funds to finance education in their area of jurisdiction. They provide furniture, offer scholarship to brilliant and needy pupils and students, sponsor teacher trainees, and encourage community library, as well as Girl-child education by sponsoring , Science Technology and Mathematics Education [STME].

Chiefs/Elders and Town Development Committee and Unit Committees

According to Module 4 of UCCDC P, 118, emphases is laid on the importance of maintaining cordial relation with the stakeholders mentioned earlier in the provision of school needs because they can be of immense help in the following. Organizing labour to put up schools; solve teacher accommodation problems, release land for school farms, playing ground and other projects.

To this end, the head teacher may visit the chief and elders and unit committee members and TDCs from time to time and discuss school problems, work with them and vice versa. Teachers can involve themselves in community activities such as tree planting, literacy classes, clean up campaign exercises which have interest in quality education and therefore assist, maintain and repair infrastructure.

Parent-Teacher Association (P.T.A)

The P.T.A is voluntary association of parents, whose wards/children are in a school and teachers of the school. It aims at establishing good relationship between parents and teachers to ensure a collaboration effort between home and the school to provide quality education for the child. It contributes to the development of the school and parents should be encouraged to join it. They should however be careful not to dictate to head teachers/masters or interfere with the day to day administration of the school.

They contribute towards the funding of education by providing infrastructure, seeing to teachers and children's welfare, motivating teachers and pupils through the award of prizes during Speech and Prize Giving days.

They also see to students and teachers' health needs, help maintain discipline negotiate for land for school and site, organize communal labour.

Donor Agencies/Development Partners

They are both local and international bodies that have the aim of developing education and set funds aside in their budget for funding of education. Some examples of such bodies are: The World Bank, UNICEF, USAID, DFID and JICA among others DIFD for example, provides funds for girl's education, funds for community sensitization and sponsor PMT. (Performance Monitoring Test). JICA also provides infrastructure, vehicles for distribution of materials to various districts and training programmes to ensure quality teaching and learning.

School Management Committee (SMC)

It is a committee designated under GES Act of 1994. It is a school community base institution aimed at strengthening community participation and mobilization for education delivery. The SMC is a representation of the entire school community. The school community therefore becomes its constituency. The SMC represents the grass roots and therefore can correctly identify problems encountered in the school

Membership of SMC consists of;

1. The District Director of Education or his or her representative.

2. The headmaster/teacher.

3. District Assembly representative.

4. Unit Committee representative.

5. Traditional rulers or representative appointed by the chief of the town or village.

6. Representative from Education Unit (if unit school).

7. Old pupils/student representatives

Their functions are as follows; control the general policy of the school, though not encroaching upon the headmaster or head teacher and present periodic report, to the Director General of Education. They also ensure that premises of school are kept in a sanitary and structurally safe condition, and generally in good state of repair. Again they submit reports to the District Assembly through the Assembly person, help head teacher/master to resolve conflict and report to the District Director especially as regards dismissal and suspension cases.

The District Education Oversight Committee (DEOC)

This group is the policy maker of the district as far as education is concerned. Membership includes, the District Director of Education, Circuit Supervisors or officers. Their roles include ensuring proper implementation of educational policies at the local level, assisting in the implementing the activities of SMC and P.T.A. They also provide guidance to enable schools to operate effectively as well as provide some educational needs of school (e.g. furniture and roofing sheets).

Non- Governmental Organization and Religious Bodies

Non-government organizations and religious bodies support school and communities in various ways. For example, they mobilize some community resources such as labour to supplement the assistance being given. They also assist communities to undertake projects like school buildings, clinics, Kumasi Ventilated Improved Pit (KVIP), school furniture and uniforms. A few examples of NGOs are;

1. Catholic Relief Services (CRS)

2. Adventist Relief Agency (ADRA)

3. Plan International

4. World Vision International (WVI)

5. International Federation, for Education and Self-Help (Lions Club)The world vision international has a three classroom unit block for Riis Presbyterian Primary' A' and ADRA, has dug a bore hole for Nana Kwaku Boateng primary in the New Juabeng Municipality.

Association of Past Students and Individual Well Wishers

Past students/pupils of schools have a lot to contribute towards the upliftment of their institution (Alma mater). They may help the school with the following; books, furniture, cash, renovation work on old buildings or building of new ones and can also be resource persons. Individual well wishers can also offer human, material and financial resources, to enable the school perform its functions effectively.

All the mentioned stakeholders of education and their roles they play are so important that all schools must embrace community participation in order for them help to bring about quality education.

Summary of Literature Review

A school is an institution for educating the youth. Such an institution is established by and for the community. The school's community is a highly complex environment with many constituents .It must work together with the community in order to provide quality education. Without it, the school may be anaemic to function properly.

Community participation in itself is not a goal in education delivery or a panacea to solve complicated issues which contribute to poor educational quality especially in the New Juaben Municipality. It is a process that would maximize the limited resources we have developed which in tend reflect children's everyday live in society. It helps in staff renewal and innovation. It makes teachers more accountable and obliged to deliver quality education, promote girls education, and help teachers get political support. Furthermore, it also helps avoid conflicts, ensures sustainable and positive child development and facilitates the realization of improving education quality and democracy.

In spite of these benefits, there are a lot of challenges which prevent the community from participating in education. These include the problem of defining the school environment, teacher resistance, parent ignorance, disseminating correct information, and adopting good public relation, lack of resources, lack of focus and time. These problems mentioned can be overcome by assessing the capability of communities to find out their strength in cash and in kind and the best way to help them to support the school. Responsible agencies should be sort out to provide assistance. Establishment of effective communication channels is required to help increase understanding of the benefit of collaboration, and conduct continues assessment to find out how best the collaboration with the community is working is vital. The World Bank has also been increasing its focus in participating in the education sector since the in 1980s. The bank has being increasingly involved different stakeholders who continuously play important roles in education. Examples of such stakeholders are the central government through the District Assembly, SMC, DEOC, DEO, DFID, USAID P.T.A,

NGO, religious bodies among the few. They help control some of the challenges of Education by stressing aims and aspiration of the school which enable the school and its community identify practical ways to establish enduring relationship between them to bring out quality education.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter explains the methodology used in the study. The following subsections are included in the chapter: study area, research design, the population, sample and sampling techniques, research instrument, pre-testing of instrument(s), data collection procedure as well as data analysis.

Study Area

The area of the study is New Juaben Municipality in the Eastern Region of Ghana. It shares boundaries with the Akwapim North, Yilo Krobo, Suhum, Kraboa-Coalter and East Akyem district to the South, East, West, and North respectively. The total land area is about 110 square kilometres with a heterogeneous population of 139,370 (Male 48.8% and Female 51.2%) according to 2000 population census (Preliminary Report, 2000).

It has two constituencies, namely New Juaben North and New Juaben South (Koforidua).The major towns of New Juaben Municipality are Effiduase, Asokore, Oyoko, Jumapo, Suhyen, Akwadum and Koforidua. Koforidua is the capital of the Municipality as well as Eastern region of Ghana. The area was selected in view of the seemingly increasing illiteracy rate and its result and consequence in the modern global world. This is at a time when nations are struggling to increase their literacy rate (Please, refer to Appendix C).

During the Teacher Awards Ceremony on the 14th February 2008, the regional and municipal directors of education as well as the Chief Executive of the Assembly Nana Agyei Boateng expressed their concern about

increasing illiteracy rate in the Municipality. They blamed it on the parents' ignorance, irresponsibility and the lack of community participation in the provision of quality basic education. They therefore appealed to parents and all other stakeholders to take active part in providing quality education to their children as the most important investment they can make for them.

Research Design

The descriptive survey design was used for the study. The design helped the researcher to describe and document aspect of the situation of community participation in the provision of basic education as it naturally occurs. It also helped in selecting the relevant variables for an analysis of their relationship.

Best and Khan (1998) do agree that descriptive research is in line with conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes; opinions that are held; processes that are going on; or trend that are developed. As the study seeks to ascertain the practice and processes in relation to community participation, the descriptive survey is the most suitable design for it.

Population

The target population for the study consisted of all public schools in the New Juaben Municipality. There were 322 public schools made up of 112 pre- schools, 130 primary and 80 Junior High schools (JHS).

The population included all stakeholders of education namely the personnel of the Municipal Education Directorates, head teachers and teachers of public schools, parent of pupils, Parents and Teachers Association (P.T.A)

executives, School Management Committee (SMC) executives and unit committee (UC) and the municipal assembly members.

Sample and Sampling Procedure

There were ten (10) educational circuits in the Municipality. Two schools were randomly selected from each circuit using the lottery method. With this method, all schools in each circuit were written on pieces of papers, mixed them up and two picked. This resulted in a total number of 20 schools selected from the municipality.

Four categories of respondents were used from each school namely, the head teachers and teachers, SMC, PTA and pupils. The researcher purposively selected the head teacher and one teacher who had been on the staff for not less than five years with the idea that they would be in the right position to give reliable information needed for the research. In the situation where the school had more than one teacher that had been in the school for more than five years, one was randomly selected from the lot. With the SMC and the P.T.A, the researcher selected their chairpersons and secretaries and two parents of pupils from each school. In relation to other stakeholders outside the school, the Municipal Education Director, officer in charge of girls' education, Assistant Director Supervision and the 10 circuit supervisors were purposively selected. This target set of respondents were chosen because they are educationists and therefore have much knowledge to deliver about the issue under study.

The researcher again, selected another set of respondents from the Municipal Assembly precisely, the Municipal Chief executive, presiding officer, 10 Assembly members and 10 unit committee members, one

assembly member and a unit committee from each education unit where the selected school were situated. This set of respondents was also chosen because they represented the government at the grass root level and had much knowledge on the issue under study and therefore could offer reliable information to the researcher for the study.

Table 1

Sample Size of the Respondents (11-197)

Respondents	Number
Head teachers and teachers	40
Parent of pupils	40
S.M.C. Executives	40
P.T.A Executives	40
Municipal Assembly Executives & Unit Committee	40
Municipal Education Directorates	13
Total	196

Table 2

Sample of Schools (N - 20) & Circuits (N-10)

Circuits	Schools
Adweso	Trinity Presbyterian School
	St Dominic Catholic JHS
Srodae	AME Zion Primary School
	Roman Catholic JHS
Ada	Falanhyia Islamic primary
	Kyeremateng M/A JHS
Nsukwau	Ann's Anglican JHS
	Sarkodie M/A Primary B
Oyoko	S.D.A Demonstration JHS
	Emmanuel Presby JHS
Jumapo	Presby M/A JHS
	Methodist Primary B
Effiduase	Roman Catholic JHS
	Methodist JHS
Oguaa	Nana Kwaku Boateng Primary B
	Riis Presby Model Prim. and JHS
Betom	Freeman Methodist Primary B
	Anglican Primary B
Asokore	Salvation Army Primary and JHS
	Methodist Primary School

Research Instrument

Data for the study were gathered through the administration of questionnaire and interview guide. The questionnaire was designed by the researcher using the research questions as the basis. The questionnaires were used to elicit information from all the respondents because none was an illiterate. Some were interviewed because of their busy schedule with same questions.

The questionnaire comprised items related to the four research questions. The research constructed the questionnaire which was divided into six parts. The first part consisted bio-graphic characteristics of respondents.

The second part dealt with the general view of the community on the importance of their participation in the provision of education. The third part consisted of the form and extent to which the community participation in the provision of education is directed to access and quality. The fourth part of the question consisted of the role the community play in the management, supervision and monitory of basic education. The fifth part of the question consisted of the barriers of the community faced in their effort to provide quality basic education in the New Juaben Municipality (Please, refer to Appendices A & B).

Pre-Testing For Data Collection Tools

The research questionnaire items were tried in selected private and public schools, all in the new Juabeng Municipality but not among the selected schools for the research before taking them to the field for administration.

A Cronbach coefficient alpha was employed to test for the reliability of the instrument. The results of the analysis was + 0.75 which indicated the

instrument was reliable hence the researcher went further to collect the main data for the study.

Data Collection Procedure

A letter of introduction from the University of Cape Coast was submitted to the Municipal Education Directorate to highlight on the research work to be conducted in the Municipality, and seek permission to conduct the research. The researcher then visited the Municipal Assembly, Schools, SMCs and P.T.A to establish rapport with the various partners of the research. The researcher then explained the purpose of the study to them thus, to collect information on how the community support the schools in various form and how to improve upon it in the municipality and therefore solicit their co-operation. Two weeks was used for administering the questionnaire and interviewing.

Again, the researcher personally gave copies of the questionnaire to represent individuals in order to ensure that they all receive them. She then conducted the interviews with the same instrument. The answer to each item was written down as the interview proceeded.

Data Analysis

Data analysis refers to the presentation and rearrangement of the raw data or information collected from the field in a condensed form for effective classification, interpretation and discussion. Procedure for the analysis of data gathered in the study included frequency counts expressed as percentages. The researcher grouped the respondent into 3. These were the heads and teachers as one set, Municipal Assembly, Unit committee and parents as one set. This eased the statistical interpretation analysis. All the 196 copies were answered

by respondents but some were answered through interviews due to the busy schedule of some of the respondents, and their responses noted and recorded as well. The questions were on the biographical data on respondents' gender and educational level, and their perception on the importance of their participation in the provision of Basic education, the form and extent their participation is directed to quality and access in basic education, their role in the management, supervision and monitory basic education and lastly the barriers they face in their attempt to support the education of children. All the responses from these questionnaire/interviews were all noted and recorded in Table using frequency counts expressed in percentages and analyzed.

Responses that connote the same ideas were put together and discussed, key issues discussed. The Basic School Improvement Programme (BSIP) and Whole School Development (WSD) objectives were used as an assessment tools. Their objectives are to improve access and quality of teaching and learning as well as improve management and efficiency of the education sector.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter is primary an analysis and presentation of the data derived from the survey conducted on the study. It is stated and described through tables with accompanying brief commentaries under the following headings.

1. Demographic characteristics of respondents

2. The community views on the importance of the participation in the provision of basic education.

3. The form and the extent to which community participation in the provision of basic education is directed at improving access (especially to the girl child) and quality.

4. The role the community plays in the supervision, management and monitory of basic education.

5. The barriers the community faces in its effort to help in the New Juaben Municipality.

Demographic Characteristics of Respondents

The questionnaire solicited information on the respondents in terms of their gender, academic and professional qualifications. The three sets of respondents were as follow: Head teachers and teachers as one set, Municipal Education directorates as another set and the third set consist of Municipal Assembly Members, School Management Committee (SMC), Parents Teachers Association (P.T.A) executives, Parents of pupils and Unit

Committees (UC). Genders of the three sets of respondents are summarized in Table 3.

Table 3

 Gender of Respondents

Gender	Head/Teachers	M.E.D	S.M.C/P.T.A, M.A, UC & Parents
	Freq (%)	Freq (%)	Freq (%)
Male	19(47.5)	8(61.9)	88(61.5)
Female	21(52.5)	5(38.1)	55(38.5)
Totals	40(100)	13(100)	143(100)

According to the distribution on the above table, the only set of respondents which has greater number of females is the head teachers and the teachers. Out of the 40 respondents, 21 representing 52% were females. Males dominate the other two sets of respondents of education officers, and SMC/P.T.A etc. The disparities between sexes and discrimination against women have been a matter of great concern among women activist in recent times. In this light, greater consideration was made to look at gender issues especially the number involved in the provision of basic education.

Though the total population of the study area according to 2000 population census was 139, 370;comprising 48.9 % and 51.1% females which means that women dominate, The presentation above shows that men dominate because 8(61%) out the 13 education officers and 88(61.5%) out of the 143 SMC/PTA etc were males. The results might be that women refuse to accept responsible position although, they had opportunity. It might also be that it is because women take delight in caring for children that is why

majority of them are in teaching rather than other fields. The result is a reflection of high proportion of males in the target sets of respondents.

Professional qualification of head teacher and teachers and the municipal education directorates as well as the educational level of SMC, P.T.A executives, Municipal Assembly unit committee and Parents are summarized in Table 4 and 5 respectively.

Table 4

Professional Qualification of Heads/Teachers and the Municipal Education Directorates

Respondents Qualification	Head/Teachers	M.E.D
	Freq (%)	Freq (%)
Teachers' Cert A	7(17.5)	0(0)
Post secondary Cert.	14(35)	0(0)
Teachers Specialist	2(5)	0(0)
Teachers Diploma	13(32.5)	1(7.7)
Teachers Post Dip./Degree	4(10)	10(76.9)
P.G.D.E	0(0)	1(7.7)
Masters Degree	0 (0)	1 (7.7)
Totals	40 (100)	13 (100)

Table 4 identifies the professional qualification of respondents. It could be deduced that as many as 14 out of the 40 head teachers and teachers representing 35 % were post secondary teachers certificate holders and 13 (32.5 %) were diploma graduates. It could be seen that majority of the education directorates 10 (76.9 %) out of the 13 respondents were degree holders in various fields of study. This shows that the respondents had

acquired professional excellence and therefore were well vested in what entails in education and therefore could give much information on the issue on board.

Table 5

Educational level of the SMCs executives, P.T.A executives, Municipal Assembly Members, Unit committees and Parents

Level of Education	S.M.C F (%)	P.T.A Exec F (%)	M.A F (%)	U.C F (%)	Parents F (%)
No formal Educ.	0(0)	0(0)	0(0)	0(0)	0(0)
Primary Educ.	0(0)	0(0)	0(0)	0(0)	0(0)
MSLC/JSS	4(10)	11(27.5)	2(15.4)	6(60)	12(30)
SSS/Tech/Voc.	23(57.5)	25(62.5)	6(46)	4(40)	25(50)
Tertiary	13(32.5)	4(10)	5(38.5)	0(0)	8(20)
Totals	40(100)	40(100)	13(100)	10(100)	40(100)

It can be seen from Table 5 that concerning the distribution of respondents' level of education, all the respondents had acquired at least basic level education. 23 (57.5 %) out of the 40 SMC, 25 (62.5%) out of the P.T.A executives, 20 (50 %) out of 40 parents, 6 (46.1%) out of the 13 Municipal Assembly Members and 4 (40%) out of the 10 Unit Committee had acquired SSS/Technical/Vocational education. Education they say influence the behaviour and attitude of human issues related to community participation. People are more likely to be involved in community activities when they are educated.

Research question 1

What is the community view on the importance of their participation in the provision of basic education?

Research question 1 sought out to investigate into the views of the community on the importance of their participation in the provision of basic education. In this context, three sets of respondents: Head teachers and Teacher as a set, Education Officers as another set and the third set consisting of SMCs, P.T.A executives, Municipal Assembly Members (MA), Unit Committee (UC) and Parents of pupils. The subsequent table are presented to show the proportion of respondents who agreed or disagreed to the statements concerning the importance of participation in the provision of basic education. The views are summarized in Table 6.

Table 6

Respondents Perception on the Importance of their Participation in the Provision of Basic Education

Response for the Imp. Of Participation	Heads/Teachers	M.E.D	S.M.C/P.T.A, M.A, U.C/P.
	A (%) D (%)	A (%) D (%)	A (%) D (%)
Children are Future leaders	40(100) 0(0)	3(100) 0(0)	143 (100) 0(0)
Stakeholders are direct beneficiaries	337(92.5) 3(7.5)	12(92.3)1(7.7)	139(97.2) 4(2.8)
To relieve gov't of some burden	36(90) 4(10)	13(100) 0(0)	130(90.9) 13(9.1)
To help the school tap and develop pupils innate potential	29(72.5) 11(27.5)	12(92.3)1(7.7)	136(95) 7(4.9)
To improve access and quality of basic educ.	4(100) 0(0)	12(100) 0(0)	143(100) 0(0)

Key: A-Agreed   D- Disagreed   MED- Municipal Education Directorates
MA- Municipal Assembly   UC-Unit Committee   P-Parents

From the distribution on Table 6, it can be deduced that all the three sets of respondents agreed 100% with the statement that children are future leaders and therefore need the community support in education. Thus, 37 (92.5%) of the 40 heads teachers and teachers, 12 (92.3%) of 13 education officers and 139 (97.2%) of the 143 SMC/P.T.A etc agreed with the statement,

that they are direct beneficiaries of the support to the provision of basic education.

It is also clear from the Table that 36 (90%), 130 (90.9%) and 13 (100%) of heads and teachers, SMC, P.T.A etc and education officers respectively saw their support for education as a way of relieving government off some of its burden to enable her cater for other school needs. Twenty-nine (27.5%) of the 40 heads and teachers, 12 (92.5%) of education and 136 (95%) of the P.T.A/SMC etc all agreed that their support for the school will help it tap and develop the innate potentials of children. From the same table illustration, all the three sets of respondents agreed 100% that the community support for basic education would improve the access and quality of basic education.

Research Question 2

What form and to what extent is community participation in the provision of basic education directed at improving access to and quality in the provision of basic education. ?

Research question 2 sought to investigate the views of respondents on the forms and extent the community participation is directed to access and quality. Data were collected from all three sets of respondents of study. The subsequent Table presents the proportion of respondents who agreed or disagreed with the form and the extent by community participation in education was directed to access and quality. Views of the three set of respondents are summarized in Table 7.

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Table 7

Respondents View on the Forms and the Extent to which Community Participation is directed to Access and Quality of Basic Education.

Response to	Heads/Teachers	M.E.D	S.M.C/P.T.A,M.A, U.C/Parents
The view.	A (%) D (%)	A (%) D (%)	A (%) D (%)
Contribute Money and Material to Support edu.	5 (12.5) 35 (87.5)	6 (46.2) 7 (53.8)	85 (59.4) 58 (40.6)
Provide labour and technical knowledge in case of renovation and building school facilities.	4 (10) 36 (90)	1 (7.7) 12 (92.3)	46 (32) 97(68)
Attend meeting organised by teachers & take part in decision making.	15 (37.5) 25 (62.5)	6 (46.2) 7 (53.9)	109(74.6)36 (25.4)
Identify what contribute to edu. problem.	15 (37.5) 25 (62.5)	9 (69.3) 4 (30.8)	55 (38.5) 88 (61.5)
Serve as resources in local cultural information.	20 (50) 20 (50)	10(76.9) 3(23.1)	94 (65.7) 49 (34.2)
Provide text or supplement books to their wards.	15 (37.5) 25 (62.5)	4 (30.7) 9 (69.2)	60 (41.9) 83 (58.2)
Supervise chdn work & visit their school to ascertain their progress.	17 (42.5) 23(57.5)	3 (23.1) 10(76.9)	67 (46.8) 76 (53.2)
Provide accommodation for teachers.	4 (10) 36 (90)	0 (0) 13 (100)	27(18.9)116 (81.1)
Award scholarship to needy but brilliant pupil & teacher trainees	3 (7.5) 37 (92)	0 (0) 13 (100)	38(26.6)105 (73.4)

From the results in Table 7, it is shown that while 85(59.4%) out of the 143 respondent of SMC/P.T.A agreed that the community attend meetings organised by teachers and take part in decision making process, 5(87.5%) out of the 40 heads and teachers as well as 7 (53.8%) out of the 13 education officers disagreed with the statement in contention.

It is also clear that almost all the three sets of respondents, 36(90%) of heads and teachers, 12(92.3%) of education officers and 97(68%) of SMC/P.T.A disagreed with the statement that community provide labour and technical knowledge in case of renovation as building of school facilities. Nine representing 69.3% of the education officers agreed with the statement that they help identify what contribute to educational problem such as low enrolment and drop out of school, 15(62%) out of the heads and teachers as well as 88 (61.5%) of the S.M.C/P.T.A disagreed with the statement under discussion.

It can also be deduced from the Table that 10 (76.9%) of the education officers, 94 (65.7%) of the SMC/PTA and half of the 40 head teachers representing 50% agreed that the community members serve as resource persons in local cultural information instruction. It is also clear on the Table that almost all the three sets of respondents; 25(62.2%) out of the heads and teachers, 9(69.2%) of education officers as well as 83(58.1%) disagreed with the statement that the community members provided supplementary and textbooks for their wards.

In supervision of children's homework as well as vision their schools to ascertain their progress and behaviour of children, almost all the three set of respondents disagreed that the community does that. Here, 23(57.5%) of head

teachers, 10(76.9%) of education officers and 76(53.2%) disagreed with the statement.

It can be deduced also that all the three sets of respondents, 36(90%) of heads and teachers, all the 13(100%) education officers and as many 16 (81%) SMC/PTA disagree with the statement that the community provide accommodation.

Again with regard to the award of scholarship to needy but brilliant pupils, students and teacher trainee, 37 (92%) out of the 40 heads and teachers, all the 13 (100%) education officers and as many as 105 (73%) out of the 143 SMC/P.T.A disagreed with the statement.

Research Question 3

What is the Community's role in the Management, Supervision and Monitoring of Basic Education?

Research question 3 sought to investigate the role the community plays in the management, supervision and monitoring of basic education. Here three sets of respondents are considered. Head teachers and teachers as one set, Municipality education directorates as another set and the third, SMC, P.T.A executives, Municipal Assembly members, Unit Committees and parents of pupils.

The subsequent Table present the proportion of respondents, who agreed or disagreed with the statement with the statements on the plays in the management, supervision and monitoring of basic schools in the Juaben Municipality. The summary of the responses are presented in Table 8.

Table 8

 Respondents view on the role the Community plays in the Management,

Supervision and Monitory of Basic Education.

Response to the view.	Heads/teachers A (%) D (%)	MED A(%) D(%)	SMC/PTA/UC/MA/P A (%) D (%)
Follow up on pupils& teachers attendance & performance	30 (75) 10 (25)	8 (61.8) 5 (38.2)	91 (63.7) 52 (15.4)
Visit schools to ensure efficient utilization of contact hours.	17 (42.5) 23 (57.5)	8 (61.8) 5 (38.5)	94 (65.1) 39 (34.1)
Edu. Pupils on payment of user fees.	30 (70) 10 (25)	9 (69.2) 4 (30.8)	22 (15.4) 121(84.7)
Visit schools to access progress/ of work.	8 (20) 32 (80)	6 (46.2) 7 (53.8)	53 (37.1) 90(62.9)

From Table 8, it can be deduced that 30 out of 40 heads and teachers

representing 75%, 8 (61.8%) out of 13 education officers and 91 (63.7%) of

the SNC/P.T.A all agreed that the community follow up on pupils and

teachers attendance and performance. It is also clear that 23 (57.5%) of heads

and teachers, 8 (61.5%) of education officers agreed to the statement that they

visit schools to ensure efficient especially education officers' utilization of

contact hours whiles the SMC/P.T.A disagreed with the statement.

On the payment of user fee, 30 (75%) and 9 (69.2%) of education

agreed that the community are given education pay user fee whiles as many as

121 (84.79%) SMC/P.T.A etc disagreed with the statement. With visit made

by the community to access the progress of school work almost all the three

sets 32 (80%) of heads and teachers 7 (53.8%) of education officers and 90

(62.9%) disagreed with statement.

Research Question 4

What barriers do the Communities face in their effort to participate in

the provision of Basic Education?

Research question 4 sought to unveil barriers the communities face in

their effort towards improving basic education. Again, the three sets of

respondents are considered, the Heads and teachers, Education officers and

SMC/P.T.A executives, Municipal Assembly (MA members, Unit Committee

and Parents of pupils as the third set. Their views about the challenges they

face towards improving basic education are summarised in Table 9.

Table 9

Respondent views on the issue that their participation helps improve

access and quality of basic education

Response to views	Heads/Teachers	M.E.D	SMC/P.T.A/MA/ UC/P.
	A (%) D (%)	A (%) D (%)	A (%) D (%)
Lack of communication between them and school.	8(20) 32(80)	6(46.2) 7 (53.8)	53(37.1) 90(63.9)
Community's lack of understanding education.	20 (50) 20 (50)	8 (61.5) 5 (38.5)	107(74.8) 36(25.2)
Unwilling to share ideas.	8 (20) 32 (80)	3(23.1) 10(76.9)	74 (51.7) 68(48.3)
Parents unwilling to get involve in the school affairs.	27 (67.5) 13 (80)	10(76.9) 3(23.1)	78 (54.5) 65(45.5)
Lack of time	28 (70) 12 (30)	11(84.6) 2(15.4)	88 (61.5) 55(38.5)

It can be seen from Table 9 that 32 (80%) out of 40 heads and teacher, 7 (53%0 out of the 13 education officers and 90 (63.9%) of SMC/P.T.A agreed that lack of communication is a great barrier to community participation in education. It is also clear that majority of the community lacked the understanding of education as indicated by 107 (74.8%) of the SMC/P.T.A etc, 8 (61.5%) of the education officers.

Again, majority of the teachers that is 32(80%), out of the 40 heads and teachers, 10 (76.9%) out of the 13 education officers disagreed they are unwilling to share knowledge and ideas with the community members but 74(51%) out of the 143 SMC/PTA etc agreed with the statement.

It is also clear that parents and for that matter they are unwilling to get involved in the school affairs in that as many as 27(67.5%), out of the 40 heads teachers, 10 (76.9) out of the 13 education officers and 78 (54.5%) of SMC/PTA etc agreed to the statement. It can also be deduced that all the three sets of respondents agreed that lack of time is the major problem when participating in the provision.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

This chapter presents the summary of the study, conclusions and recommendations. The chapter, therefore, is in three main sections.

Summary of the Study

They study was on community participation in the provision of basic education in the New Juaben. The purpose for conducting the study was to access the level of community participation in the development of basic education in the Municipality using the objectives of Basic School Improvement Programme (BSIP) and Whole School Development. These objectives are to improve efficient management; improve access to and participation of all stake holders of education in the provision of basic education.

The descriptive survey design was used with a population of 196, made up of heads and teachers, education officers, SMC/P.T.A executives, Parents of pupils, Municipal Assembly members and Unit committees. The sample comprised of 115 males and 81 females.

Summary of Major Findings

The communities viewed their participation in the provision of basic education very important as they see children in the community as future leaders and their support for the school would help the school tap and develop the innate potentials of children for the benefit of all. They also saw their contribution to the school as a way of relieving the government off some of

her burdens to enable her cater for other social needs of society as well as improve access to and quality of education to many children of school going age. The study also revealed that the community contributed money in the form of levies which was adequate, attend meetings organised by teachers and took part in decision making but did not take part fully in its implementation unless they were delegated to do so. In areas of identifying educational problems such as low enrolment and dropout, the communities did little about that.

Majority of the community members served as resource persons in local cultural information instructions in schools. Just few of the communities supplied text and supplementary readers to their wards or supervise their work as well as visit their schools to ascertain their progress and behaviour. This was particularly realised among schools in the North constituency of New Juaben municipality. It was clear that teachers were not support in any way in terms of accommodation or listened to, in terms of their grievances. It also found that the communities failed to award scholarship to brilliant but needy teacher trainees and pupils.

In the management, supervision and monitoring of basic schools, it was reviewed that with the exception of education officers who followed up on teachers and pupils attendance and performance ensured utilization of contact hours, educated parents on payment of user fees and provisions of basic needs the rest of the community members did nothing. They know little of their specific roles to play in supervision, management and monitoring of school projects even though they were aware of the need of their participation.

On the barriers, the community faced in their attempt to support the school, it was revealed that lack of communication, time and resources are

major problem. Also parents' unwillingness to get involved in school affairs even though teachers and education officers were willing to share ideas with them.

Conclusions

In conclusion, the study has shown that community participation in the development of basic education is not a new thing in the New Juabeng Municipality. People knew, it is their obligation to participation in their children's schooling but are not well informed on their specific roles they need to play, in terms of, school management, supervision and monitoring teachers and pupils and provision of infrastructures, logistics and nutrition.

The study has brought out vividly ways of improving the practice through good communication links established among all the stakeholders of education to get them well informed on their specific roles they need to play.

Recommendations

Based on the findings of the study and conclusion drawn, the following recommendations are made:

- The Municipal education director should restore personnel in charge of community participation who will collaboratively work with the girl child educative officer to regularly sensitize the community on the importance of education and the role they have to play as well as the harm they would cause if they refuse to play their roles. They also need to educate and convince the community on their mandated duty as owners of basic schools.

- The non-formal education sector was active some years back in the 90's, but seem to have died out, It needs to be re-established the adult

- Good communication links between the school and the community should be well established to develop the community awareness of their specific roles. SMCs and P.T.As should be regularly sensitized on their roles in management, monitoring and supervision in basic education through workshops and seminars by the Assembly.

- Teachers should be listened to, accommodation should be provided for them. Also, there is the need to intensify sponsorship for needy but brilliant pupils and teacher trainees in the municipality as their effort are not adequate.

Suggestion for Further Research

Subsequent researchers who want to conduct a study in the area of community participation in education at the New Juaben Municipality at both the Junior High and Senior High schools can find this piece of work useful. Further study could be conducted to find out the extent to which high illiteracy rate and low participation in education affect pupils academic achievement in the municipality.

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QUESTIONNAIRE/INTERVIEW SCHEDULE

INSTITUTE OF EDUCATIONAL PLANNING AND

ADMINISTRATION (I E P A)

UNIVERSITY OF CAPE COAST

QUESTIONNAIRE OR INTERVIEWS SCHEDULE FOR STAKEHOLDERS OF EDUCATION SPECIFICALLY HEAD TEACHERS AND TECAHERS AND EDUCATION DIRECTORATES

INTRODUCTION

The researcher is carrying out a study on community participation in the development of basic education in the New Juaben Municipality. We would be grateful if could please give your personal views by answering this questionnaire/interviews schedule.

We wish to assure you that all information given will be treated as confidential.

Thank you.

SECTION ONE: THE BIO-DATA

Instruction: Tick [√] the appropriate answer.

1. Gender   Male [   ]   Female   [   ]

2. Professional qualification: Teachers certificate [   ] Teacher's Post Secondary [   ]   Teachers specialist [   ]   Teachers Diploma [   ]

    B.sc. [   ]   B.Ed [   ] Post graduate diploma [   ]   M.Ed [   ]

    M. Phil [   ]

3. Rank in GES: Director [   ]   Assistant Director [   ]   Principal Supt [   ]

Senior Supt [   ]   Supt [   ]   Assistant Supt [   ]

4. Position in Occupation: Municipal Director [   ]   Circuit supervisor [   ]

Head teacher [   ]   Teacher [   ]

5. Name of Education Circuit……………………………………………………

6. Name of unit…………………………………………………………………..

SECTION TWO

Importance of community participation in the provision of basic education

The following statement describes the importance of community participation in basic education. Please tick **[√]** the response that describes community participation in your area of operation.

Reasons For Important of Community Participation	SA	A	D	SD
7. Children in the community school are our future leaders				
8. Stakeholders are direct beneficiaries of children education				
9. Community participation help relieve government off its burden to enable it pay attention to other social needs e.g. Health, agric, housing, etc.				
10. Without community support children innate potentials cannot be tapped and developed by the school				
11. Community participation				

help improve access (especially to girl child) and quality of Education				

Key: SA---Strongly Agree; A---Agree; D---Disagree & SD---Strongly Disagree

SECTION THREE

The form and extent to which community participation is directed to access quality in the provision of Basic Education

Please indicate by ticking **[√]** the form and extent to which community participation is directed to access and quality in your area of jurisdiction.

Forms of Participation	SA	A	D	SD
12. The community contribute money and material resource to support education				
13. Provide labour and technical knowhow in case of renovation and building of school facilities.				
14. Attend meetings organised by teacher and take part in decision making.				
15. Identify problem which contribute to education problem such as drop out, low enrolment etc.				
16. Serve as resource personnel by providing skill instruction on local cultural information.				
17. Provide children with textbooks and supplement readers.				

18. Supervise and assist children to do their home work as well as visit their schools to access their progress.				
19. Recruit and support teachers by preparing adequate housing for them.				
20. Award scholarship to needy but brilliant pupils and teachers trainees.				
21. Participation as implementers of delegate power.				

Key: SA---Strongly Agree; A---Agree; D---Disagree & SD---Strongly Disagree

SECTION FOUR

The role the community play in the management, supervision and monitoring of basic education

Please you may tick **[√]** the appropriate response.

Role of Community	SA	A	D	SD
22. Community monitors follow up on teachers' attendance and performance.				
23. Visit schools to ensure efficient utilisation of contact hours				
24. Educate parents to pay use fees and supply basic needs.				
25. Visit schools to interact with teachers to listen to their problems and help them solve them.				
26. Visit schools to access progress of school projects.				

The barrier or challenge the community faces in their efforts to participate in the provision of basic education

Please tick **[√]** the appropriate response to describe the challenge the community faces in their effort to support basic education.

Barriers	SA	A	D	SD
19. Lack communication between teachers and the community members.				
20. Parents and community lack of understanding of education.				
21. Lack of resources on the part of the community to support the school.				
22. Teachers unwilling to share ideas and knowledge with the community.				
23. Parents and the community unwilling to involve in school affairs.				
24. Lack of time on the part of parents.				

Key: SA---Strongly Agree; A---Agree; D---Disagree & SD---Strongly Disagree

QUESTIONNAIRE/INTERVIEW SCHEDULE

INSTITUTION OF EDUCATIONAL PLANNING AND

ADMINISTRATION

(I E P A)

(UNIVERSITY OF CAPE COAST)

QUESTIONNAIRE/INTERVIEW SCHEDULE FOR, MUNICICPAL ASSEMBLY EXECUTIVES, UNIT COMMITEE MEMEBBERS, P.T.A. AND S.M.C IN THE NEW JUABEN MUNICIPALITY

INTRODUCTION

The researcher is carrying out a study on commonly participation in the development of basic education in the New Juaben Municipality. We would be grateful if could please give your personal views by answering this questionnaire/interviews schedule.

We wish to assure you that all information given will be treated as confidential.

Thank you.

SECTION ONE: THE BIO-DATA

Instruction: Tick **[√]** the appropriate response.

1. Gender   Male [   ]   female   [   ]

2. Educational level   No formal education [   ]   Primary education [   ]

   MSLC/JSS [   ]   SSS/Tech./Voc [   ]   Tertiary [   ]

3. Occupation: ....

4. Name of Education Circuit………………………………………………….

5. Name of unit……………………………………………………………

6. School: ....

7. Position in school: SMC executive [   ]   P.T.A executive [   ]   Parent [   ]

   Municipal Assembly member [   ]   Unit Committee member [   ]

SECTION TWO

Importance of Community Participation in the Provision of Basic Education

The following statement describes the importance of community participation in basic education. Please tick **[√]** the response that describes community participation in your area of operation.

Reasons For Important of Community Participation	SA	A	D	SD
8. Children in the community school are our future leaders				
9. Stakeholders are direct beneficiaries of children education				
10. Community participation help relieve government off its burden to enable it pay attention to other social needs e.g. Health, agric, housing, etc.				
11. Without community support children innate potentials cannot be tapped and developed by the school				
12. Community participation help improve access (especially to girl child) and quality of education.				

Key: SA---Strongly Agree; A---Agree; D---Disagree & SD---Strongly Disagree

The form and extent to which community participation is directed to access quality in the provision of basic education

Please indicate by ticking **[√]** the form and extent to which community participation is directed to access and quality in your area of jurisdiction.

Forms of Participation	SA	A	D	SD
13. The community contribute money and material resource to support education				
14. Provide labour and technical knowhow in case of renovation and building of school facilities.				
15. Attend meetings organised by teacher and take part in decision making.				
16. Identify problem which contribute to education problem such as drop out, low enrolment etc.				
17. Serve as resource personnel by providing skill instruction on local cultural information				
18. Provide children with textbooks and supplement readers				
19. Supervise and assist children to do their home work as well as visit their schools to access their progress.				

20. Recruit and support teachers by preparing adequate housing for them.				
21. Award scholarship to needy but brilliant pupils and teachers trainees				
22. Participation as implementers of delegate power				

Key: SA---Strongly Agree; A---Agree; D---Disagree & SD---Strongly Disagree

SECTION FOUR

The role the community play in the management, supervision and monitoring of basic education

Please tick **[√]** the appropriate response.

Role Played by Community	SA	A	D	SD
23. Community monitors follow up on teachers' attendance and performance				
24. Visit schools to ensure efficient utilisation of contact hours				
25. Educate parents to pay use fees and supply basic needs				
26. Visit schools to interact with teachers to listen to their problems and help them solve them.				
27. Visit schools to access progress of school projects.				

Key: SA---Strongly Agree; A---Agree; D---Disagree & SD---Strongly Disagree

SECTION FIVE

The barrier or challenge the community faces in their efforts to participate in the provision of basic education
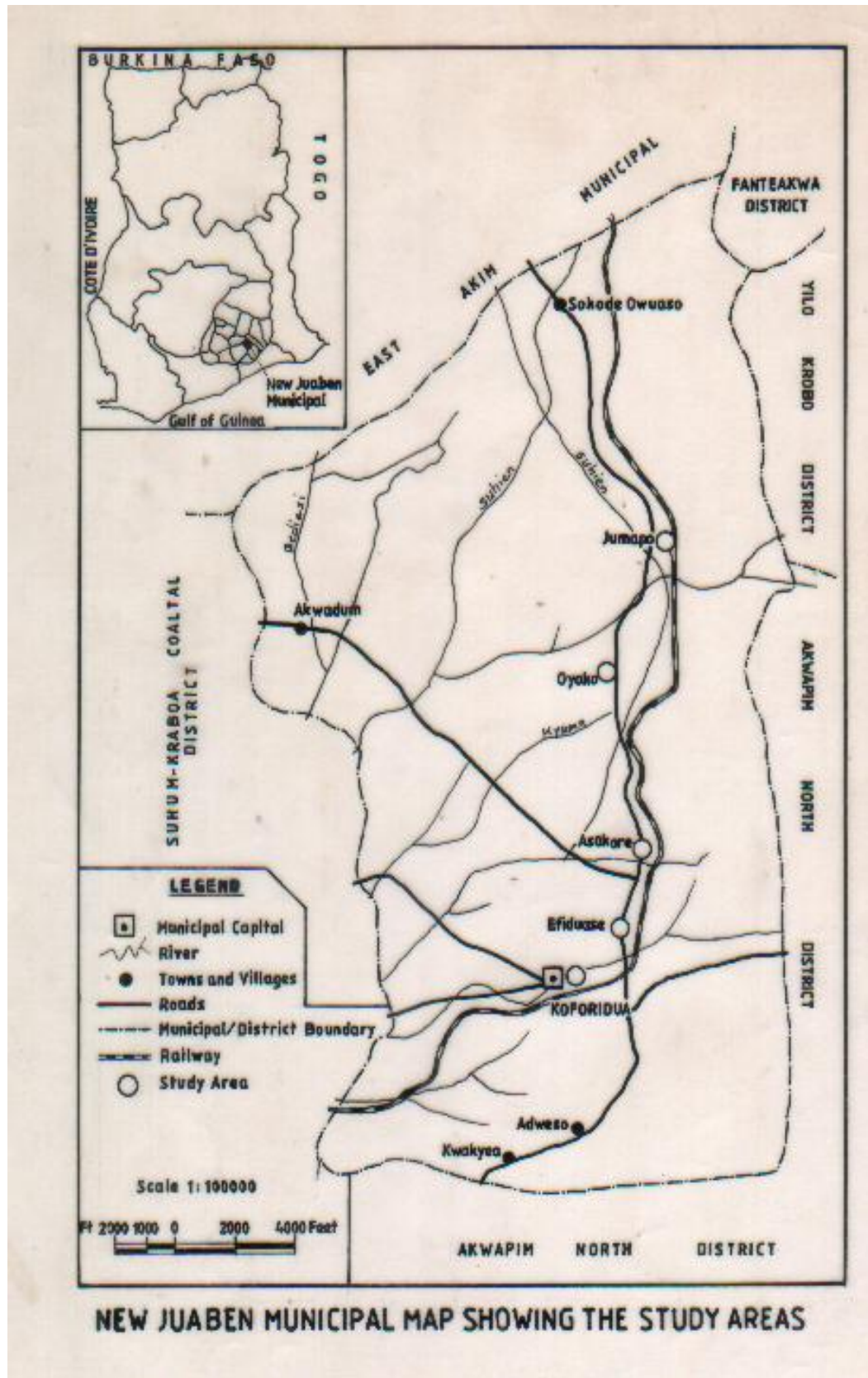
Please tick **[√]** the appropriate response to describe the challenge the community faces in their effort to support basic education

Barriers	SA	A	D	SD
28. Lack communication between teachers and the community members.				
29. Parents and community lack of understanding of education.				
30. Lack of resources on the part of the community to support the school.				
40. Teachers unwilling to share ideas and knowledge with the community.				
41. Parents and the community unwilling to involve in school affairs.				
42. Lack of time on the part of parents.				

Key: SA---Strongly Agree; A---Agree; D---Disagree & SD---Strongly Disagree

APPENDIX C

STUDY AREA MAP FOR THE NEW JUABEN MUNICIPALIT

NEW JUABEN MUNICIPAL MAP SHOWING THE STUDY AREAS

Source: Cartographic Unit, U.C.C