

**UNIVERSITY OF CAPE COAST**

**FACTORS MILITATING AGAINST COMMUNITY PARTICIPATION IN  
PUBLIC BASIC SCHOOLS IN SEFWI-WIAWSO DISTRICT OF THE  
WESTERN REGION**

**ABRAHAM MENSAH**

**2012**

UNIVERSITY OF CAPE COAST

FACTORS MILITATING AGAINST COMMUNITY PARTICIPATION IN  
PUBLIC BASIC SCHOOLS IN SEFWI-WIAWSO DISTRICT OF THE  
WESTERN REGION

BY

ABRAHAM MENSAH

Dissertation submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Education Degree in Educational Administration

NOVEMBER 2012

## DECLARATION

### Candidate's Declaration

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

Candidate's Signature: .....

Date: .....

Name: Abraham Mensah

### 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.) Janet Koomson

## **ABSTRACT**

This study assessed the factors militating against community participation in public basic schools in Sefwi-Wiawso District of the Western Region. It specifically investigated the roles of community members, the relationship between schools and the communities, challenges to community's participation, and ways of improving community participation in education.

A descriptive survey was adopted and involved a sample size of 175 respondents made up 65 headteachers, teachers and circuit supervisors, and 110 community members. Two different sets of questionnaires were designed for the two categories of respondents, and were pilot-tested with reliability coefficients of .899 and .718 for the questionnaires for the headteachers, teachers and circuit supervisors, and community members, respectively.

It emerged that there was a healthy and cordial relationship between schools and communities in the district with some engaged in the provision of communal labour and school infrastructure, attending school functions and visiting of schools. However, lack of resources, transparency, failures to implement plans/projects and poor communication were identified as the factors militating against community participation in basic school education in the Sefwi-Wiawso District.

It is recommended that there is the need for mutual respect and appreciation among the stakeholders in school management. Again, school heads must be accountable and transparent to the communities in their activities especially finances.

## **ACKNOWLEDGEMENTS**

I acknowledge sincerely the invaluable and unflinching assistance offered me by my lecturer and supervisor, Dr. (Mrs.) Janet Koomson of the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast. Her inputs in the form of corrections, constructive criticisms and suggestions enabled me complete this research. I am indeed greatly indebted to her.

I wish to express my deep appreciation to all headteachers of public basic schools in the Sefwi-Wiawso District. I also appreciate the contributions of circuit supervisors, SMC/PTA chairpersons and assembly members. I am indebted to Mr. George Ntori for his financial assistance given me throughout my studies. Finally, I acknowledge the good work of Mr. Francis M. Abude of the Directorate of Academic Planning and Quality Assurance (DAPQA), University of Cape Coast, who offered invaluable advice especially in data analysis.

## **DEDICATION**

To my dear wife, Lucy Arthur Gyan.

## TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	ix
LIST OF FIGURE	xi
CHAPTER	
ONE INTRODUCTION	1
Background to the Study	1
Statement of the Problem	6
Purpose of the Study	7
Research Questions	7
Significance of the Study	8
Delimitation of the Study	8
Limitations of the Study	9
Organisation of the Rest of the Study	9
TWO REVIEW OF RELATED LITERATURE	10
The School and Community	10
Community Participation in Education	13
Barriers to Community Participation in School Administration	21
Ways of Improving Community Participation in Schools	25

Summary	30
THREE METHODOLOGY	32
Research Design	32
Population	33
Sample and Sampling Procedure	34
Instruments	35
Pilot-Testing of Instruments	36
Data Collection Procedure	36
Data Analysis	37
FOUR RESULTS AND DISCUSSION	38
Background Information of Respondents	39
Research Question 1	43
Research Question 2	50
Research Question 3	54
Research Question 4	57
FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	60
Summary	60
Major Findings	61
Conclusions	62
Recommendations	63
Suggestions for Further Research	64
REFERENCES	65



APPENDICES	70
A Questionnaire for Heads/Circuit Supervisors	71
B Questionnaire for SMC/PTA chairpersons/ Assembly members	75

## LIST OF TABLES

Table	Page
1 Population and Sample Size Distribution	34
2 Educational Qualifications of Group 1 Respondents	39
3 Educational Qualifications of Group 2 Respondents	40
4 Occupation of Group 2 Respondents	42
5 Group 1 Members' Views on the Roles of Community Members in School Management	43
6 Group 2 Members' Participation in School Projects in the District	44
7 Roles of Group 2 Members in School Projects in the District	46
8 Community's Roles in the School Management of the Schools	47
9 Group 2 Members' Views on the Roles of Community in Pupils' Academic Performance	48
10 Group 2 Respondents' Contributions to Effective Teaching and Learning in the District	49
11 Responses of Group 2 Members on Heads' Reaction to their Suggestions	50
12 Opinions of Group 2 Members on Teachers' Participation in Community Activities	51
13 Extent of School-Community Relationship in the District	53
14 Respondents' Views on the Challenges Militating against Community Participation	55
15 Respondents' Suggestion on the Ways of Improving School-Community Relationship	57

## LIST OF FIGURE

Figure	Page
1 SMC/PTA Chairpersons' Attendance of Meetings	52

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Education is very important for an individual's success in life. It provides pupils with skills and knowledge that prepare them physically, mentally and socially for the world of work in later life. Education is generally seen as the foundation of society which brings economic wealth, social prosperity and political stability. It is a major aspect of development of any modern society since if there is a deficit of educated people then society will cease to progress. Education in society prepares youngsters for adulthood so that they may form the next generation of leaders. Lee (2008) asserts:

One cannot neglect the impact of education in the human society. In fact in today's world a person is not given importance if he or she is not educated. Education does not only train the human mind, but also help us to take the right decision. One can say that education essentially rationalises us, is through education that wisdom, knowledge and information can be received and spread all over the world (p. 2).

Education increases the capacity of people to realise their vision of society into operational realities, enabling them to become self-motivating agents of social change, and serving the best interests of the community. Improved access to primary education yields tangible benefits by developing

the skills and knowledge of the people, it expands livelihood opportunities and increases their earning potential and thus helps in tackling the problem of poverty. Awareness and empowerment brought about by education encourages public participation in decision making and solves the problem of degradation of the environment, improves nutrition, reduces birth rates, and improves health and living conditions in the society. For this reason education is considered the primary agent of transformation towards sustainable development.

Funding of the child's education has been done principally by the government of Ghana since independence. This has been re-enforced by the provision in the 1992 Constitution, which specifically states that basic education shall be free, compulsory and available to all children of school going age. Although the government of Ghana bears the chunk of education financing at all levels, there are other categories of people who as well help with the funding of education of the child. They include Development Partners such as the United State Agency for International Development (USAID) and Japan Intentional Cooperation (JICA), Non-Governmental Organisations (NGOs) such as Adventist Development Relief Agency (ADRA) and Catholic Relief Agency (CRA) also give support to education. The District Assemblies and local community groups including parents, traditional authorities, philanthropists, old students and religious bodies also play their part in supporting education.

The community is a set of social relationships operating within certain boundaries, locations or territories. It may refer to social relationships which take place within a geographically defined area. Also, it can be described as a

group of people of any size who reside in a specific locality and share common cultural and historical heritage. Citizens within communities are bounded together by common values, culture, norms and behaviours.

Furthermore, it is assumed that community participation is a desired and necessary part of community development activities. Spiegel (1968, p. 65) noted that, "citizen participation is the process that can meaningfully tie programmes to people." Citizen participation in community decision making can be traced as far back as Plato's Republic. Plato's concepts of freedom of speech, voting, and equal representation have evolved through the years to form basic pillars upon which many countries were established (Kornhauser, 1959).

Bridges (1974, p. 4) cited five advantages to be gained from active participation in community affairs:

1. The citizen can bring about desired change by expressing one's desire, either individually or through a community group.
2. The individual learns how to make desired changes.
3. The citizen learns to understand and appreciate the individual needs and interests of all community groups.
4. The citizen learns how to resolve conflicting interests for the general welfare of the group.
5. The individual begins to understand group dynamics as it applies to mixed groups.

Decisions that involve citizens are more likely to be acceptable to the local people. For instance, better community decisions which are beneficial to the average citizen in a community. Citizen participation in community affairs

serves to check and balance socio-economic and political activities. Community participation allows fuller access to benefits of a democratic society (Opoku, 2008).

Cahn and Camper (1968) suggested that there are three rationales for citizen participation. First, they suggest that merely knowing that one can participate promotes dignity and self-sufficiency within the individual. Second, it taps the energies and resources of individual citizens within the community. Finally, citizen participation provides a source of special insight, information, knowledge, and experience, which contributes to the soundness of community solutions.

According to the free Compulsory and Universal Basic Education (fCUBE) policy, parents and guardians are required to make some financial contribution towards the education of their children by providing stationery, meals and transportation among others. In addition, the roles played by Parent-Teacher Associations (PTAs) in financing school projects cannot be underestimated. Construction of school blocks and science laboratories, provision of school furniture and supply of equipment to schools by PTAs have become a common practice in Ghana.

The chief and the people of the community in which a school is situated make significant financial contributions, either in cash or in kind. Their contributions include providing land for school buildings, playing grounds, schools farms and gardens, providing communal labour to carry out school development projects, making financial contributions and carrying out fund-raising activities for the schools' development.

In some communities, philanthropists out of their interest in education make relevant and significant contributions to schools. Their contributions take the form of cash donations, provision of furniture, and teaching and learning materials among others. The contributions of old students in funding education cannot be under estimated. They support their alma mater by providing vehicles, making provision for the constructions of classroom blocks, teachers' bungalows and workshops. Old students also provide library books, laboratory equipment and computers. All these services go a long way to support the schools and government.

Since time immemorial, the churches have been one of the most important sponsors of education in the then Gold Coast and in Ghana. For example, the Basel, Wesleyan and Bremen Missions can be credited with establishment of schools even before the government established her own schools. Religious leaders organise fund-raising activities to purchase materials and equipment for schools or provide money to maintain school buildings or even put up new ones for communities.

The Sefwi-Wiawso District is the seventh largest in the Western Region. Lying in the north-eastern part of the region, it is bordered to the north by Brong Ahafo Region. To the west, it is bordered by Juabeso and Bia District and by Aowin/Suaman to the south. It is also bordered by Bibiani-Ahwiaso-Bekwai to the coast and Wassa Amenfi West to the south-east. The district has 117 pre-schools/kindergartens, 140 primary schools and 75 junior secondary schools. Education, health, human resource and agriculture have been given priority attention and received massive infrastructural development in the district. In terms of population size, the district has a male and female



population of 91,479.19 and 86,842.82 representing 51.3% and 48.7% respectively (GSS, 2010). Although stakeholders in education in the district have over the years been helping basic schools, many schools still lack basic instructional materials, community interest and participation, and infrastructure.

### **Statement of the Problem**

Educators and others involved in education are seeking ways to utilise the limited resources effectively and efficiently in order to identify and solve problems in the education sector to provide quality education for children. Their inadequacies have brought to the fore the significance and benefits of community participation in education as one of the strategies to improve educational access and quality.

Despite the numerous efforts of various governments and other stakeholders in giving quality education to children of school going age, there are still a significant number of these children moving about while schools are in session, and in effect they grow up without formal education. It is a fact that the school is part of the community and as such, any positive or negative event that may take place in the school will have effect on the community. Community participation in basic education in Sefwi-Wiawso District of the Western Region is very poor. Community members are perceived to be apathetic to the needs, activities, programmes and vision of the basic schools.

It must be recognised that effective participation in all human institution leads to high morale and academic performance. Hence, the desire for most parents to enroll their children in some particular basic school prompts a question relating to the community involvement in the development

of the school. Where the community leaves the affairs of the school in the hands of only the school administrator, there is bound to be mistrust and confusion. In the same way if the community pokes its nose deeply into the running of the school such that it wants to steer the affairs of the school, misunderstanding is bound to surface which will eventually mar the aims and the aspirations of education. There is, therefore, the need for a balance in community involvement in what goes on in the school. The question, therefore, is what should be the extent of community participation? Despite the known fact of an existing community level participation in basic schools, this study sought to look at the extent to which the people in the Sefwi-Wiawso community participate in schools and the factors that are militating against their performance.

### **Purpose of the Study**

The purpose of the study was to look at the participation in schools by various members of the communities. It also sought to ascertain the relationship between the school and the communities and their challenges as they seek to support their schools. Finally, the study looked at the role of the community in managing challenges.

### **Research Questions**

The study examined the following questions so as to find out the extent to which the communities participate in the development and management of basic education in the Sefwi-Wiawso District.

1. What roles do community members play in schools within the Sefwi-Wiawso District?

2. What is the nature of relationship between the schools and the communities in the Sefwi-Wiawso District?
3. What are the challenges of community participation in education in the Sefwi-Wiawso District?
4. In what ways can community participation in basic education be improved in the Sefwi-Wiawso District?

### **Significance of the Study**

The findings of the study would be significant in several ways as follows:

1. Development partners and other Non-Governmental Organisations in Sefwi-Wiawso District would find the study useful in their effort to improve community participation in basic education in the district. This is because the findings from the study would be made available to them through seminars and reports.
2. It will highlight the need for the community and the school to come together to achieve the educational goals and aspirations. Community debars would be organised for the discussions of these findings.
3. Researchers who would be interested in school-community relations will find this study as a good literature for their work. This report would be published for public use.

### **Delimitation of the Study**

The study was delimited to selected public basic schools in Sefwi-Wiawso District. Only issues bordering on community participation in basic schools were tackled therefore the findings would not be generalised to other

schools in other districts. Also, the participants were selected from communities in the district. The

### **Limitation of the Study**

There was a challenge of language barrier during the data gathering process since some of the respondents could not speak Sefwi, Twi or English. This called for the assistance of interpreters. It might be have been that certain vital information were not accurately captured which could affect the findings.

### **Organisation of the Rest of the Study**

The study has been grouped into five chapters. Chapter two deals with the review of the related literature under the following sub-headings: the school community; community participation in school administration; barriers to community participation; and ways of improving community participation in schools.

The third chapter highlights on the research methodology that presents research design, population, sample and sampling procedure, instruments, pilot-testing of the instruments, procedures for data collection and data analysis. Chapter four looks at the findings and discussions of preliminary and main data collected from the field. Finally, the fifth chapter is about the summary, conclusions and recommendations on the topic.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter sets up to cover main areas, which relates to the research topic. These areas are as follows:

1. The school and community;
2. Community participation in school;
3. Barriers to community participation; and
4. Ways of improving community participation in schools.

#### **The School and Community**

A school is an institution for educating or giving instruction. Campbell, Bridges and Nystrand (1977, p. 48) observed that “the type of community obviously has a strong impact on the type of school that may be established as well as the kind of relationship that can exist.” Levin and Young (1994) emphasised that a school is inextricably linked to the wider social setting in which it is embedded, and that the influence of the wider social setting invades the school in both obvious and subtle ways.

A community, on the other hand, refers to all the people living in a specific locality and unified by common interests. It could also be explained as people living at a particular place who identify themselves as brothers and sisters and help one another in one way or the other. Commonwealth Secretariat (1993) sees community as people having the same or similar interest.

Every modern society would set up a school as a social vehicle to perpetuate culture. Lener (as cited in Asiedu-Akrofi, 1978) asserted that the school is concerned in getting the society to confront and know itself, its purpose, its limitation, its aims and ethics and that kind of confrontation, the school must dare to play a very important role. The school and the community must, therefore, relate closely because of very good reasons.

There is ample evidence that when parents are closely related to the school, students and institutions performances are augmented. Levin and Young (1994) observed that when a school relates closely with its community, students perform better in programmes than those schools where the community is not involved; such a school outperform other schools. Schools that collaborate closely with their communities gain support from such communities. A major benefit from such support is public funding; this is because the community understands and sympathises with the school, its objectives, goals, and programmes and consequently establishes a positive will towards the school. The school enjoys improved mobilisation of resources. When a school tries to adopt a good neighbour policy, it can count on the community for continued support. Business houses, for example, will donate materials and services to help augment both regular and co-curricular activities, parents and voluntary agencies can help with specific events such as field trip and open days.

While the school has been assigned a primary responsibility of educating the child, parents have important role to play in supplementing at home what the school will be providing the child. A closed school-community relation, therefore, assists in meeting the child's education needs fully. A

society establishes a school so that it could fulfill the society's goals and aspirations. How else could the school fulfill this mission without close co-operation with the society that established it in the first place? "A school that ignores its community is likely to go astray, and operate in vacuum" (Levin & Young, 1994, p. 211).

When school authorities and community relate closely, they are able to take good decisions. The absence of a dialogue can lead to confusion where people interpret official actions in the way they think fit. This misinterpretation will work to the detriment of the school and community alike. Thus, a good school community relation can avoid conflicts. Collaboration between a school and its community creates learning environments that are more inclined to address the adverse needs. The school becomes open to educational options that encourage administrators, teachers, parents and pupils to think beyond the limits of the institutional and educational paradigms within which they are expected to function.

Keith and Girling (1991) observed that connecting the school and the community is often a tough task. In spite of the notion that school and the community stand to benefit from establishing a close relationship, it is only in recent years that relationship is characterised by considerable degree of unease, and many citizens do not get closely involved in school matters even if they have children attending a particular school. What reasons account for this uneasiness? Gleazer (1980) noted that in achieving the aspirations of the community and the school, the community and the school must maintain the spirit of togetherness and ensure that every activity is executed within the period planned.

In recent days frequent meeting has been one of the means whereby the school and the community use to relate well, one of such meeting is the School Performance Appraisal Meeting (SPAM) which is done two times a year in some cases enables the community and the school to bring best wishers, parents and the teachers together to discuss problems confronting the school. The meeting therefore helps them to identify the causes of problems and find lasting solutions. Such meetings do not only discuss the performance of the teachers and pupils but the welfare of the teachers is extensively discussed. Where the performance of the teachers pleases the community as a result of hard work, such teachers are praised and encouraged to perform better.

Effective school-community relations raise student persistence and achievement; achievement is positively associated with parents' involvement in schools, and that schools that encourage high levels of parent involvement outperform their counterparts where there are lower levels of involvement. Perrone (1989) argued that although every community has persons with experience who could further enrich life in schools, many schools do not utilize community resources to their full advantage. Schools that have depended on teachers alone, he continues, have always been limited by the experience base that teachers bring to their classrooms. Eccles and Harold (1996) suggested that the extent of partnership between home and school are mostly influenced by teachers and parents practices, attitude, and beliefs.

### **Community Participation in Education**

The goal of any kind of activity that attempts to involve community in education is to improve the educational delivery so that more children learn



better and are well prepared for the changing world. Owens (1987, p. 106) indicated that “participation is the mental and emotional involvement of a person in a group situation that encourages the individual to contribute to goals and share responsibility for them.” It refers to the notion of ownership or buying into decision. Keith and Girling (1991 p. 96) stated that, “participating management refers to the regular organisation as well as their individual standards, and making sure the organisation is on target in terms of responding to the needs of clients it serves.” Participation may be used to determine the way job should be performed, how a group should divide up the work and what the goal might be. Bittel (1985) asserted that the term “participation” can be interpreted in various ways, depending on the context. Shaeffer (1994, p. 54) clarified different degrees or levels of participation, and provided seven possible definitions of the term;

1. Involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility);
2. Involvement through the contribution (or extraction) of money, materials, and labour;
3. Involvement through attendance (e.g. at parents’ meetings at school), implying passive acceptance of decisions made by others;
4. Involvement through consultation on a particular issue;
5. Participation in the delivery of a service, often as a partner with other actors;
6. Participation as implementers of delegated powers; and

7. Participation “in real decision making at every stage,” including identification of problems, the study of feasibility, planning, implementation, and evaluation.

Shaeffer stressed that the first four definitions use the word involvement and connote largely passive collaboration, whereas the last three items use the word participation instead, implying a much more active role. Sheaffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector; collecting and analysing information; defining priorities and setting goals; assessing available resources; deciding on and planning programmes; designing strategies to implement these programmes and dividing responsibilities among participants; managing programmes; monitoring progress of the programmes; and evaluating results and impacts.

Rose (2003), however observed that greater community involvement has frequently been a top greater involvement. Indeed, in various national contexts many communities themselves consider this kind of participation as an additional burden on the already considerable demands on their time and resources. Watt (2001) noted that school and local government officials often ascribe what they perceive to be poor or non-involvement by parents to lack of interest or lack of formal education. Richman and Farmer (1975) observe that participation can usually be achieved at all level if people really want it. Such participation, however, requires openness, mutual trust, honest information, the opportunity for self-expression, small group meetings, effective use of committees, more interaction and exchanges of information, and the use of

management by objectives are some of the ways in which participation might be achieved.

Participation in school focuses on the specific ways in which parents are involved in the management process with the objective of improving the school through School Governing Bodies (SGBs), Parent-Teacher Association (PTAs) and at certain places the Village Education Committees (VECs). However, involvement of some bodies like the PTAs in the school is not effective in some of the communities despite government mandates. Where these bodies are more active, there have been conflicts between PTAs and SMCs executives on unclearly defined and overlapping responsibilities or sometimes some groups going beyond their mandates.

Bush and Heystek (2003, p. 7) observed that, “there is unequal access to participation in such bodies according to socio-economic status, race, social class, political affiliation and gender.” Sometimes when people are elected onto such committees some voices are inevitably heard above others. Headteachers in particular, have been singled out in a number of studies as having especially strong influence on these bodies. Participation depends on the distribution of resources among the members; each member should possess a wide range of talents and knowledge relevant to the total task. Herman and Yeh (1980) indicated that parental participation is positively related to both student achievement and parent satisfaction with the school.

There are various reasons to support the idea that community participation contributes to achieving goal. Most governments all over the world have been committed to delivering education for their children. However, governments have found themselves incompetent to do so because

of lack of resources and capacities. Learning materials as well as human resources are limited everywhere, particularly in developing countries like Ghana.

Community participation can contribute to promoting girls' education (UNICEF, 1992). Through participating 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. 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. For instance, many parents in rural areas are reluctant to send their daughters to schools located in distance, they are concerned about the security of their daughters on the way to and from the school. In addition, since girls are important labours in the household, helping their mothers to do the chores and take care of their young siblings. The time that requires going to and from school seems too much to waste for the parents. These issues are serious obstacles and have to be addressed and overcome in order to promote girls' education.

Involving parents and communities in school activities also helps to identify possible teachers in the community, especially local female teachers which greatly help girls' education. Furthermore, in places where communities are indifferent in girls' education, elderly people or religious leaders who are

respected by community members can convince them to send their girls to schools, if the dialogue with these respected people takes place successfully.

Communities that relate well can help identify and address factors that contribute to educational problems, such as low participation and poor academic performance. This is well illustrated in the case of public basic schools, in which the technique of School Performance Appraisal Meeting (SPAM) is adapted in education. SPAM is carried in communities in order to understand problems like academic performance, reasons for truancy; dropout and other related behaviors. At such meeting chances are given to pupils, teachers and parents to talk and give suggestions as how problems in the school could be addressed. After the entire stakeholders have accepted the suggestion to the problems, targets to improve upon the problems are set.

There are various ways to bring parents and community members closer to schools which they serve: minimising discontinuities between schools and communities, and between schools and families; minimising conflicts between schools and communities, schools and families; and preparing pupils to engage in learning experiences (Cariño & Valismo, 1994). Communities can contribute to schools by sending respected community members, such as religious leaders or tribe heads, to the classrooms and talk about community history, traditions, customs, and culture, which have been historically celebrated in the community. Students visit communities and ask questions about village history and the origins and causes of various social-related problems. Community members helped them understand concepts taught in schools, and students used any resource available within the communities to enhance their understanding.

If given the chance to become more involved in the education of their youth, communities come to see that their knowledge about village history, social relations, and economic structure is relevant to what students could learn in school. In addition, the curriculum can be linked to daily life and teachers are able to use a much wider array of resources to improve student learning.

Parental participation in education, particularly in school governance, is seen as a means of making schools more accountable to the society which funds them. When parents contribute their time, labour, materials, land, and funds, they tend to be more involved in school activities, including participating in meetings with teachers and monitoring teachers' performance. Teachers in turn, feel more obliged to deliver better education for the students in order to respond to the needs of parents and the communities. Participation can greatly help develop accountability, which contributes to improving the education delivery.

School Performance Appraisal Meeting (SPAM) was developed to ensure community commitment to pupils' education. It defines the responsibilities of the community and the Directorate of Basic Education. The greater the participation of the community, both financially and in-kind, means they are more likely to demand accountability from staff.

Parents through the Parent-Teacher Association (PTA) and the School Management Committee (SMC) are also more involved in the day-to-day management of the school where they see what is happening and what needs to be corrected. Once the school is opened to the community, SMC members

are empowered to report teacher's attendance or behaviour to the highest authority or government and recommend teachers for transfer.

One of the major factors to ensure sustainability of programmes is the availability of funds, whether from governments, private institutions, or donor organisations. In this regard, community participation in education cannot ensure the sustainability of schools by itself since communities often have to rely on external funding to keep the programme sustained. However, involving community is a way to ensure that the benefits brought by development programme will be maintained after the external interventions have stopped. Thus, sustainability is dependent on the degree of self-reliance developed in target communities and on the social and political commitment in the wider society to development programmes that support the continuation of newly self-reliance communities (Lovell, 1992) indicated that community members are expected to be actively involved in the process of interventions through planning, implementation, and evaluation. Furthermore, they are expected to acquire skills and knowledge that will later enable them to take over the project or programme.

Community participation can contribute to preparing and improving home environment, by encouraging parents to understand the benefits of their children's schooling. It also shows that students from families that encouraged children's schooling, by allocating time at home for study, encouraging reading, and supporting their children's educational aspirations, scored significantly higher on tests of learning achievement.

Furthermore, families who are involved in schools not only have a better understanding about education but also become more willing to

cooperate with schools in attempts to improve children's learning. In addition, parents can help their children with homework, and make sure that children are physically ready to learn at schools. From their extensive literature research, Heneveld and Craig (1996) argued that "the parent and the community are one of the key factors to determine school effectiveness because they can prepare children's readiness to come to school and their cognitive development, by ensuring children's well-balanced nutrition and health education."

### **Barriers to Community Participation in School Administration**

Involving communities in the education delivery requires facing and tackling a number of challenges. In general, Crewe and Harrison (as cited in Uemura, 1999) articulated that participatory approaches tend to overlook complexities and questions of power and conflict within communities. They are designed based on the false assumption that the community, group, or household is homogeneous, or has mutually compatible interests. Differences occur with respect to age, gender, wealth, ethnicity, language, culture, race and so on. Even though marginalised or minority groups (such as female, landless, or lower-caste people) may be physically present during discussion, they are not necessarily given a chance to express their views to the same degree as others.

In attempts to understand factors that prevent communities from being involved in formal education, Shaeffer (as cited in Uemura, 1999, p. 67) found that "the degree of community participation is particularly low in socially and economically marginal communities." This is because such communities tend to have the following elements: a lack of appreciation of the overall objectives



of education; a mismatch between what parents expect of education and what the school is seen to providing; the belief that education is essentially the task of the State; the length of time required to realise the benefits of better schooling; and ignorance of the structure, functions, and constraints of the school.

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

### **Resistance among teachers**

It is known that not all teachers welcome parents' and communities' participations in education. They tend to feel that they are losing authority within schools, as power is taken by community and parents. At the same time, they are encouraged to involve community members who sometimes are not willing to get involved in any school activities. Gaynor (as cited in Uemura, 1999) analyses the complex relationship between teachers and parents in her study on teacher management with a focus on the decentralisation of education. She argued that many parents in many countries would like to be more involved in selecting and monitoring teachers. Gaynor stressed that the teachers feel threatened by parental involvement, believing that it will diminish public regard for their professional status.

### **Involvement by parents and community members**

Lovell (1992) said that not all parents and community members are willing to get involved in school activities. Some have had negative schooling

experiences themselves, some are illiterate and do not feel comfortable talking to teachers, and getting involved in any kind of school activities. They feel they do not have control over the school. Some parents and families are not willing to collaborate with schools because they cannot afford to lose their economical labour by sending their children to school. Even though they see the benefits to send children to schools, opportunity costs are oftentimes too high to pay.

Owens (1987) postulated that parents are optimistic about the economic value of education, but their optimism decreases when they are asked to think about the role of education in their own lives. Furthermore, because of parents' relative lack of education and the way the traditional school systems are structured, parents and teachers perceive their roles as separate from one another, without substantial parental interaction with teachers or involvement in the schools themselves.

### **Lack of recognition of the community**

Many school administrators tend to focus so much on monitoring and planning of the specific elements of the school that they fail to recognise that the school's community has potential to influence the school as an organisation.

### **Incompatibility of the school and the home**

Social scientists have observed that there is an inherent incompatibility of community members and schools as social institutions in terms of their goals, roles and relationships. For example, within the family, adults and children form small social units that are characterised by personal and emotional bonds of dependency and support. This form of family bonds

contrasts to the bureaucratically organised school where relationships are impersonal. Owing to this incompatibility, there is some feeling that teachers should maintain their professional standards about children while parents maintain their personal standards about their children in the home.

### **Meeting the needs of clients**

Another social barrier arises from the expectation that the school should serve an array of diverse clients who are different culturally, ethnically, linguistically, socially and economically. Unfortunately, however, public schools have not organised themselves to meet the specific needs of this vast, heterogeneous student population. At best, schools only organise special education for students with specific learning needs, such as hearing or vision impaired. People who do not see their needs served by the school may desire to stand aloof or may endorse some private school, which will serve their specific needs.

### **Teacher professionalism**

The long-standing pursuit of teachers to be accorded professional status with a unique and specialised 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. Thus information flow is usually one way; that is, from school to parents usually informing parents of administrative matters. For example, impending field trip, a special holiday on which pupils should not attend school, or a special school event to which teachers want parents to be present.

### **Community interference**

One complication a school has to face is that of having to deal with a great diversity of clientele and a legal inundate to provide equal opportunity for all. However, school authorities perceive some community members' involvement in school affairs as a nuisance. They consider that some citizens mess up the carefully planned school programmes, while some parents may insist on the school following their own ideas.

### **Lack of time**

Lack of time, particularly on the part of parents, has been cited as the greatest obstacle to collaboration. In an era where both parents are working to make ends meet, people do not seem to have enough time to engage in school matters. However, community members may be able to collaborate in ways that do not always require their presence at the school site.

### **Ways of Improving Community Participation in Schools**

“Close relationship in a school does not just happen. It results from a well orchestrate and constantly managed effort to build collaboration between the school and its community” (Keith & Girling, 1991, p. 47). Practically, schools and communities can establish ways of relationship which can bridge the gap between them. There is the need to establish an open-door policy to foster close co-operation. Under close door policy everything about the school is made known to the community and vice versa. The community should be exposed to the PNDC Law 207, which makes all schools community-based. The adoption of this policy should be initiated by the schools head together with the staff. Under this policy the community should not see the school as a detached government property in educating the youth, the school and

community should complement each other's efforts. Teachers' behaviour in the community is very crucial in maintaining this policy.

A viable School Management Committee (SMC) under the Ghana Education Service Act of 1994 is a school community-based institution aimed at strengthening community participation and mobilisation for education delivery. It also serves as a platform through which the citizens provide necessary inputs for the school. The committee should educate all who have anything to do with the school and matters of policies that affect the school. Each member of the committee should be educated of his or her role (Opoku, 2008). No community, group, or household is homogenous. Thus, it is crucial to examine and understand community contexts, including characteristics and power balance. It is important to examine the degree of community participation in some activities in society, since some communities are traditionally involved in community activities, while others are not used to working together with schools or even other community members. Careful examination of communities is necessary to successfully carry out activities promoting community participation.

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

It is necessary to assess community contexts, and the agencies responsible for promoting community participation efforts, in order to create

specific plans or components of the projects. When the agencies are not willing to collaborate with communities in achieving the objectives, it is important to help them understand why community participation is important. If they disagree, but implement the plans because they are told to, the results will be unfavorable. Communities, as well, need to have a good understanding of why they need to collaborate with schools, what benefits can be yielded. However, understanding and willingness are not enough. It is important to assess capabilities to carry out plans to promote community participation, including institutional capability, technical capability, financial capability, and political capability (Uemura, 1999).

Community participation in education requires communities to have: financial knowledge to handle funding transferred from outside; technical knowledge and skills to run schools; and political will to collaborate with agencies responsible for implementing efforts. It also requires teachers and other school staff to have political will not only to work with parents and communities but also to attempt to involve them in school operation. Implementing agencies are required to have the technical capability to carry out active community participation, encouraging and involving communities in a great range of school management. They also need to have financial knowledge to oversee the funding and to operate the school.

School, parent and community organisations also need to have certain knowledge, skills and attitudes to realise successful community participation in education. These include: an understanding of the rationale for greater participation of its potential advantages, and of its constraints and risks; attitudes which encourage an open, transparent, collegial environment in the

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

If any of the capabilities mentioned above is lacking or insufficient, it is necessary to provide adequate training. Preparing the environment that can facilitate active community participation is also important. Campfens (as cited in Uemura, 1999) summarised the main factors for effective participation as:

1. an open and democratic environment;
2. a decentralised policy with greater emphasis on local initiatives;
3. reform in public administration;
4. democratisation of professional experts and officials;
5. formation of self-managing organisations of the poor and excluded;
6. training for community activism and leadership;
7. involvement of NGOs.

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

According to Watt (2001), one of the strategies to contribute to successful community participation in education is to conduct a social marketing campaign, and an awareness campaign, in order to promote community involvement in children's education. Such campaigns designed to target parents and community members can help them increase their understanding on the benefits of their collaboration with teachers and schools. It is also helpful if community members themselves can get involved in the campaigns, so that they feel more responsible and attempt to recruit more people from communities.

Gaynor (1998) suggested that it is important to conduct assessment of any practices of community participation continuously, once the implementation gets started. The communities are always evolving and so are their needs and demands; therefore, the strategies need to be modified and tailored accordingly. Original plans need to be carefully designed and examined, but also need to be flexible enough to leave room for making changes in the efforts 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 stakeholders' voices be reflected in the implementation practice.

Buah-Bassuah (2002) said that the interest of a community in a school mostly depends on the improved quality of teaching and learning in schools. Community schools that provide quality instruction, naturally enjoy the good will of the community members. The introduction of the free compulsory universal basic education (fCUBE) and the School Performance Appraisal Meeting (SPAM) have brought the school and the community together, thereby increasing the communication gap between the school and the community. Frequent meeting of teachers and parents gives the platform for discussion about the child's education. It must be emphasised that outcome of SPAM helps in setting up a vision for the schools.

Buah-Bassuah (2002) further stated that one of the challenges of school community relation is lack of focus on the part of schools. She said that once the school has a vision and specific time frame for projects to be executed, they give a new look to people in and around the school. Schools should have a philosophy, mission, vision and objectives and establish ways and means of fulfilling them.

### **Summary**

In contrast to the difficulties cited above community participation in schooling has been judged to be working well in rare instances where there are good understanding and relations between school communities and local educational authorities operating with a history of community. Mobilisation and a genuine commitment to community decision making.

Despite the various benefit resulting from school and community relations, certain factors tend to inhibit such relations. These include, a lack of appreciation of the overall objectives of education; a mismatch between what parents expect of education and what the school is seen to providing; the belief that education is essentially the task of the State; the length of time required to realize the benefits of better schooling; and ignorance of the structure, functions, and constraints of the school. These major factors will give the platform to address the factors influencing community participation in public basic school in the Sefwi-Wiawso District of the Western Region.

Some strategies have however been suggested to improve the relation between the school and the community. Communities need to have a good understanding of why they need to collaborate with schools. However, understanding and willingness are not enough. It is important to every community to assess capabilities to carry out plans to promote community participation, including institutional capability, technical capability, financial capability, and political capability.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter looks at the procedures that were employed for the study. It discusses areas such as the research design, population, sample and sampling procedure, research instruments, pilot-testing of the instruments, data collection and data analysis procedures.

#### **Research Design**

For the study, a descriptive survey approach was used. Creswell (2003) asserts that in descriptive survey, researchers try to relate accurate information about characteristics of particular subject groups, institutions and about the frequency with which something occurs. Descriptive surveys are generally used to gather data at a particular point in time with the intention of describing the nature of existing conditions, or determine the relationships that exist between events (Cohen & Manion, 1989). The descriptive method of study is welcomed by Babbie (2007) for the purposes of generalising from a sample to a population so that conclusion can be drawn about some characteristics, attributes or behavior of the population. In descriptive research the subject being studied is observed in a completely natural and unchanged environment.

Fraenkel and Wallen (2002) also perceived the descriptive survey as a research design that attempts to describe existing situations without actually analysing relationships among variables. It is again designed to obtain information concerning the current status of the phenomena. This design was

chosen because it has the advantages of producing a good amount of responses from a wide range of people. It also provided a clear picture of events and people's behaviour on the basis of data gathered at a point in time.

On the other hand, there is the problem of ensuring that questions to be responded to using the descriptive survey design are clear and not misleading because results can vary significantly depending on the exact wording of questions. It may also produce untrustworthy results because it inquires into private matters that people may not be completely truthful about. To offset these shortcomings, the wordings of the research instrument was subjected to scrutiny by my supervisors. These limitations notwithstanding, the study believed that this descriptive survey was the appropriate design for this study for the following reasons:

1. It helped the study to make direct contact with headteachers, circuit supervisors, SMC/PTA chairpersons and assembly members whose views were relevant for examining the factors militating against community participation in public basic schools in Sefwi-Wiawso District of the Western Region
2. Also, it led to the drawing of useful and meaningful conclusions from the study.

### **Population**

The population for the study consisted of five circuit supervisors, 100 heads of public basic schools, 91 SMC chairpersons, 100 PTA chairpersons and 24 assembly members. The study population stood at 320.

## Sample and Sampling Techniques

Nwana (1990) indicated that when the sample size is too low, it lacks precision to give accurate and reliable answers to research questions. On the other hand, they suggest that too large sample size also requires time and resources that could be wasted in most cases for minimal outcome. Estimates of sampling size are necessary, in that, it allows research design to make inferences from the sample surveyed to the statistical population. Therefore, the formula and table for determining size for a population by Krejcie & Morgan (1970) was used. The table indicates that determining size for a population of three hundred and twenty, a sample size of 175 consisting of five circuit supervisors, 60 school heads, 40 SMC chairpersons, 60 PTA chairpersons and 10 Assembly members was determined for the study.

**Table 1: Population and Sample Size Distribution**

<b>Respondents</b>	<b>Population</b>	<b>Sample</b>
Circuit Supervisors	5	5
School Heads	100	60
SMC Chairpersons	91	40
PTA Chairpersons	100	60
Assembly Members	24	10
<b>Total</b>	<b>320</b>	<b>175</b>

Three different sampling techniques; purposive, cluster and random sampling were used. In selecting the schools for the study, the list of all public basic schools in the district was compiled and 60 were randomly selected. All

selected school headteachers were automatic samples for the study. Also, all five circuit supervisors in the district were purposively selected for the study.

In selecting the SMC chairpersons, using the simple random sampling (Random Numbers) technique, a register of all 91 of them was compiled, out of which 40 were randomly selected. Similarly, the study compiled a list of all 100 PTA chairpersons in the district and 60 of them were randomly selected for this study. In a similar manner, a register of all 24 assembly members in the district was compiled and 10 were randomly selected for the study. The random selection was done by inputting the names of the sample units (members) into the SPSS and a Random Number Generator function was used in selecting the respondents.

### **Instruments**

Data were collected using the questionnaires. The reason being that questionnaire is one of the worldly accepted instruments used for the collection of data and it can be administered to a large number of respondents at the same time. The respondents can also answer the items on the questionnaire at their own convenient time (Fraenkel & Wallen, 2000). Compared to instruments like interviews and observations, questionnaires are less expensive and can be administrated through the mail.

Two sets of questionnaires were designed for the study. The one for the heads, teachers and circuit supervisors as shown in Appendix A consisted five sections including: background information, community members and their roles; relationship between school and community; challenges facing community participation, and suggestions.

The second questionnaire was meant for the SMC/PTA chairpersons and Assembly members in the community. Again, this questionnaire also comprised of five sections. Namely: background information, community members and their roles; relationship between school and community; challenges facing community participation; and suggestions. The research assistants and I helped complete the questionnaires for those community members who could not read and write.

### **Pilot-Testing of Instruments**

For validity of the instruments, the instruments were given to the experts to read through and make suggestions in order to strengthen the content and construct validity of the instruments. This was to identify areas which may pose problems and needed to be revised. A pilot-testing was also conducted on 10 headteachers and circuit supervisors from public basic schools in the Juaboso District. Also, four SMC Chairpersons, four PTA chairpersons and two assembly members were included in the pilot-testing. The data were captured in the SPSS and the Cronbach's Alpha Reliability test was conducted. The coefficient of reliability for the questionnaires for headteachers and circuit supervisors was .899 whilst that of SMC/PTA chairpersons and Assembly members in the community was .718. The coefficients of the instruments indicated that there had adequate "internal consistency" hence usable for the study since according to Cohen (as cited in Leech, Barrett, & Morgan, 2005), the acceptable range was .600 or above.

### **Data Collection Procedure**

The data collection covered a time span of three weeks. An introduction letter was collected from the Director of the Institute for

Educational Planning and Administration (IEPA). Also, permission was sought from the Director of Education of Sefwi-Wiawso District Education Office for the commencement of data collection. The introductory letters from IEPA and the District Director helped me to get the needed assistance from the respondents. After permission was secured, the questionnaires were given to the respondents after explaining and discussing every item on the questionnaire. Although the procedure was tedious, I worked hard to attain a retrieval rate of 100.0%.

### **Data Analysis**

The data collected were analysed using the Statistical Product and Service Solutions (SPSS version 16.0) and Microsoft Excel. Descriptive statistics including frequencies and percentages were used in the analysis. The respondents' responses were also either tabulated or graphically represented.

Specifically, in answering the research question one that “What roles do community members play in schools within the Sefwi-Wiawso District?”, frequencies and percentages were expressed and presented in tables for discussions. Also, the second research that “What is the relationship between the schools and the communities in the Sefwi-Wiawso District?”, frequencies and percentages were run and presented in tables and pie chart. On the challenges to community participation in education in the Sefwi-Wiawso District, again, tables containing frequencies and percentages were used. Similarly, the last research question of “In what ways can community participate in basic education be improved in the Sefwi-Wiawso District?”, the study used frequencies and percentages.



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter presents the results from the study. The study investigated the factors militating against community participation in public basic schools in Sefwi-Wiawso District of the Western Region. It specifically sought to address the following research questions:

1. What roles do community members play in schools within the Sefwi-Wiawso District?
2. What is the nature of relationship between the schools and the communities in the Sefwi-Wiawso District?
3. What are the challenges of community participation in education in the Sefwi-Wiawso District?
4. In what ways can community participation in basic education be improved in the Sefwi-Wiawso District?

There were five categories of respondents; namely, five circuit supervisors, 60 headteachers, 40 SMC chairpersons, 60 PTA chairpersons and 10 Assembly members. The study recorded a 100.0% questionnaire return rate. However, for the purpose of easy statistical analysis and similarity in responses, the respondents were re-grouped into two. The circuit supervisors and headteachers formed Group 1. This group was made up of school leadership and supervisors. School Management Committee chairpersons,

PTA chairpersons and Assembly members formed Group 2 representing the community members.

### **Background Information of Respondents**

The study took cognisance of the fact that the background characteristics of the respondents could influence their responses. Therefore, the study requested participants to indicate some background information. These included highest educational level and occupation.

### **Educational Level of Respondents**

The study sought to appreciate the academic qualifications of the heads and circuit supervisors, and the SMC and PTA chairpersons and Assembly members. Tables 2 and 3 present the summaries of responses of the Groups 1 and 2 respondents respectively on their educational qualifications.

**Table 2: Educational Qualifications of Group 1 Respondents**

Respondents	Qualification Level	Frequency	Percentage
Headteachers	Teacher Cert. 'A'	13	21.7
	Diploma	36	60.0
	First degree	9	15.0
	Second degree	2	3.3
Total		60	100.0
Circuit Supervisors	Teacher Cert. 'A'	0	0.0
	Diploma	2	40.0
	First degree	2	40.0
	Second degree	1	20.0
Total		5	100.0

The highest educational qualification as indicated in Table 2 for heads was second degree (3.3%) and the lowest was the Teacher Certificate ‘A’ (21.7%). It is very uncommon to see persons with the Teacher Certificate ‘A’ qualification as heads and circuit supervisors, however, this could possibly be through long service. Clearly, it can be concluded that the heads were well qualified and, therefore, the study guaranteed relevant, accurate and reliable data. Similarly, 80.0% of the circuit supervisors were diploma and first degree holders.

**Table 3: Educational Qualifications of Group 2 Respondents**

Respondents	Qualification Level	Frequency	Percentage
SMC Chairpersons	None	0	0.0
	Basic school	3	7.5
	Secondary school	8	20.0
	Tertiary	29	72.5
Total		40	100.0
PTA Chairpersons	None	12	20.0
	Basic school	7	11.7
	Secondary school	37	61.7
	Tertiary	4	6.6
Total		60	100.0
Assembly members	None	2	20.0
	Basic school	1	10.0
	Secondary school	4	40.0
	Tertiary	3	30.0
Total		10	100.0

From Table 3, majority of the SMC chairpersons (72.5%) had obtained tertiary level education, whilst the remaining of them had either basic or secondary education. There was none with no formal education. This is positive as their duties demanded an appreciable knowledge in educational management and administration. However, among the PTA chairpersons, there were 20.0% with no formal education. About 62% of them were secondary school leavers. The situation of the seemingly low educational qualifications of the PTA chairpersons is worrying because this could hamper their level of understanding in deep educational issues.

Out of the 10 Assembly members, 40.0% and 30.0% of them were secondary school leavers and graduates respectively. About 20% of the Assembly members had no formal education. Although formal education was not a criterion used for the selection of PTA chairpersons and Assembly members, their contributions to educational issues would be greatly limited. The data indicated that majority of respondents (86.4%) had formal education.

### **Occupation of SMC Chairpersons, PTA Chairpersons and Assembly Members**

Respondents in Group 2 were asked to indicate their occupation. Table 4 is the summary of the occupations of the School Management Committees (SMCs) chairpersons, Parent-Teacher Associations (PTAs) chairpersons and Assembly members of the communities in the Sefwi-Wiawso District of the Western Region.

**Table 4: Occupation of Group 2 Respondents**

Respondents	Occupation	Frequency	Percentage
SMC Chairpersons	Artisans	4	10.0
	Traders	6	15.0
	Civil/Public Servants	30	75.0
	Farmers	0	0.0
Total		40	100.0
PTA Chairpersons	Artisans	25	41.7
	Traders	16	26.7
	Civil/Public Servants	16	26.7
	Farmers	3	4.9
Total		60	100.0
Assembly members	Artisans	2	20.0
	Traders	3	30.0
	Civil/Public Servants	5	50.0
	Farmers	0	0.0
Total		10	100.0

Table 4 indicates that majority of the SMC chairpersons (75.0%) were civil and public servants, followed by artisans (41.7%). Also, 50.0% of the Assembly members were civil and public servants. From the data, all the respondents were employed and, therefore, the study expected that they would personally perform their duties and contribute meaningfully as stakeholders in the development of public basic schools in the Sefwi-Wiawso District.

**Research Question 1:** What roles do community members play in schools within the district?

This research question sought to identify the specific roles played by various community members in helping basic schools to develop. The respondents were grouped into two groups.

Question 3 from Appendix A asked the Group 1 respondents to indicate the roles of the community in supplying school facilities. Table 5 indicates that the heads and circuit supervisors identified the main roles of the community as providing communal labour (56.9%) and supply of building materials (36.9%).

**Table 5: Group 1 Members' Views on the Roles of Community Members in Supplying School Facilities**

Roles	Frequency	Percentage
Provision of communal labour	37	56.9
Supply of building materials	24	36.9
Soliciting for outside help	2	3.1
Levying parents	2	3.1
Provision of consultancy services	0	0.0
Organising community harvest	0	0.0
<b>Total</b>	<b>65</b>	<b>100.0</b>

It is obvious that the community members were involved in the management of the basic schools in the district. The findings are consistent with that of Shaeffer (1994) that communities have several levels of participation in school activities. Shaeffer identified one as the involvement through the contribution of money, materials, and labour.

The roles and contributions of community members in the development of schools in the Sefwi-Wiawso District is presented in Table 6.

**Table 6: Group 2 Members' Roles in Supplying School Facilities**

Roles	Frequency	Percentage
Provision of communal labour	56	50.9
Supply of building materials	22	20.0
Levying parents	18	16.4
Provision of consultancy services	6	5.5
Soliciting for outside help	4	3.6
Organising community harvest	4	3.6
<b>Total</b>	<b>110</b>	<b>100.0</b>

Table 6 shows that 50.9% of this group of respondents identified the provision of communal labour as their key contribution in school development in the district. This finding corroborates the findings of Buah-Bassuah (2002) that communal labour is the most important contribution the community offers to the schools for the construction of its infrastructure and a means of reducing cost of school projects. This is in line with Shaeffer's (1994) finding that levels of participation include the involvement through the contribution (or extraction) of labour.

Also, 20.0% said that the community members supplied schools with building material such as sand and stones. Eighteen representing 16.4% of the respondents indicated that the role of the community members was paying community levies for embarking on school projects. According to Campfens

(1997), religious leaders and other community members provide money to maintain school buildings or even put up new ones for communities.

Moreover, some (5.5%) of the respondents said that they were providing consultancy services as pointed by Davis (2000) that the use of community expertise shows the need of decentralisation through decision making that could help to share ideas by all concerned members of the community at the grassroots level. The community also lobbied for help from individual philanthropists and organisations. The community members were also sometimes engaged in organising community harvest in the form of durbars. In conclusion, the main roles of the community members according to the respondents included providing communal labour and supplying of building materials. According to GES (1994, as cited in Buah-Bassuah, 2002), for instance, a viable School Management Committee (SMC) is a school community-based institution aimed at strengthening community participation and mobilisation for education delivery. It also serves as a vehicle through which the citizens provide necessary inputs for the school. The committee is expected to educate all who have anything to do with the school and matters of policies that affect the school.

Concerning the contributions of community members (Group 2) to school project development in the district, their responses are summarised in Table 7.



**Table 7: Group 2 Members' Participation in School Projects in the District**

Roles	Frequency	Percentage
Constructing school blocks	39	35.5
Provision of places of convenience	34	30.9
Organising extra classes for pupils	17	15.5
Provision of headteachers' bungalows	8	7.3
Providing furniture for schools	5	4.5
Establishing welfare funds for staff	3	2.7
Supplying textbooks for schools	3	2.7
Others	1	0.9
<b>Total</b>	<b>110</b>	<b>100.0</b>

As observed from Table 7, the two main functions included the construction of school blocks, and the provision of places of convenience (e.g. toilets and urinals among others). About 36% of the SMC and PTA chairpersons and Assembly members agreed that their main role in the development of schools was to construct school blocks, while 30.9% of them said “provision of places of convenience.” With respect to the organisation of extra classes, 15.5% of the SMC and PTA chairpersons and Assembly members responded favourably that yes indeed it was their role. The data showed that not much was seen of the PTA performing the roles of providing furniture for schools, establishing welfare funds for staff, and supplying textbooks for schools.

Question 7 from Appendix B sought to identify the roles of the community members in the administration and management of schools in the

district. Table 8 is the summary of the responses of Group 2 members. It was clear that the community had been represented on the SMC, undertook projects and also met regularly to consider issues pertaining to the development of the schools.

**Table 8: Community’s Roles in the Management of the Schools**

Roles	Frequency	Percentage
Represents on the SMC	110	100.0
Undertakes projects	107	97.3
Meets regularly to consider issues	98	89.1
Mobilises funds for schools	41	37.3
Others	12	10.9

All (100.0%) SMC/PTA chairpersons and Assembly members indicated that the community was very much represented on the School Management Committee (SMC), 97.3% said that the community helped to undertake school projects, while 89.1% of them said that the community met regularly to consider issues. These findings agree with provision in fCUBE that the PTA should be involved in the construction of school blocks and science laboratories, provision of school furniture and supply of equipment to schools.

The community was hardly involved in the mobilisation of funds for schools as only 37.3% of the SMC/PTA chairpersons and Assembly members indicated this. The PTAs in the Sefwi-Wiawso District seemed to have failed in financing school projects as enshrined in the fCUBE policy.

On the views of the community (Group 2) members' roles in the academic performance of their wards, Question 7 from Appendix B requested them to identify their roles. Table 9 presents their responses.

**Table 9: Group 2 Members' Opinions on the Roles of Community in Pupils' Academic Performance**

Roles	Frequency	Percentage
Provides wards with the needed school needs	59	53.6
Assists wards to do homework	27	24.6
Visits school to follow child's progress	14	12.7
Having part-time teachers for them	10	9.1
<b>Total</b>	<b>110</b>	<b>100.0</b>

Majority (53.6%) of the respondents said that the community members were involved in providing their wards with the needed school needs including uniforms, shoes/sandals, pens, pencils, and bags among others, while 24.6% claimed to have assisted their wards in doing homework. Other roles of the community members included visiting schools to check on their children's academic progress (12.7%) and engaging the services of part-time teachers for their wards (9.1%). This finding agrees with Ansu's (1992) and Buah-Bassuah's (2002) conclusions that the community members like parents and assembly members have to see to the needs of the children to enhance proper learning environment.

Item 10 from Appendix B asked the respondents to indicate their contributions to the enhancement of effective teaching and learning in the Sefwi-Wiawso District of the Western Region. From Table 10, the respondents indicated that the community's contributions to the schools had

had positive influence especially on the infrastructure and teacher staffing of the schools.

**Table 10: Group 2 Members' Contributions to Effective Teaching and Learning in the District**

Contributions	Frequency (n=110)	Percentage (%)
Adequate infrastructure	93	84.5
Full complement of teachers	64	58.2
Availability of textbooks and exercise books	56	50.9
Availability of library facilities	23	20.9
Adequate technical equipment	19	17.3

About 85% of the respondents indicated that the community members had provided adequate infrastructure to the schools in the District. Also, the community had helped to lobby for teachers to fill vacant positions (58.2%), while 50.9% of them said that the community also provided textbooks and exercise books. They had also helped to provide library facilities and technical equipment such as farm implement and science equipment. In summary, the key community members in the development of the public basic schools in the Sefwi-Wiawso District included the Parent-Teacher Associations (PTAs), the School Management Committees (SMCs) and the Local Unit Committees (LUCs) whose roles among others to provide communal labour, supply material resources (e.g., sand, stones, water, etc.), express interest in the academic performance of pupils, and visit and attend school functions.

**Research Question 2:** What is the nature of relationship between the schools and the communities in the Sefwi-Wiawso District?

On the question of considering the relationship between the school and the community, the views of respondents were sought on the head's reaction to suggestions by community members, participation of teachers in community activities, attendance to meetings by community members and cordiality. Their responses are presented in Tables 11 to 13 and Figure 1.

As part of considering the community's relationship with the school, respondents were asked to indicate the reaction of school headteachers to suggestions from community members. Their responses are presented in Table 11.

**Table 11: Responses of Group 2 Members on Heads' Reaction to their Suggestions**

Responses	Frequency	Percentage
Accept but cannot implement due to certain constraints	30	27.3
Accept but implement with reluctance	53	48.2
Do not accept at all	25	22.7
Accept and implement without difficulties	2	1.8
<b>Total</b>	<b>110</b>	<b>100.0</b>

Majority (75.5%) of the SMC and PTA chairpersons and Assembly members stated that school heads usually accepted their suggestions. However, not all such suggestions were implemented possibly due to resource constraints.

Table 12 shows the activities in which teachers engaged in the communities when Question 27 asked, “Which community activities do teachers fully participate in?” Data were gathered from the Group 1 members including the SMC chairpersons, PTA chairpersons and Assembly members).

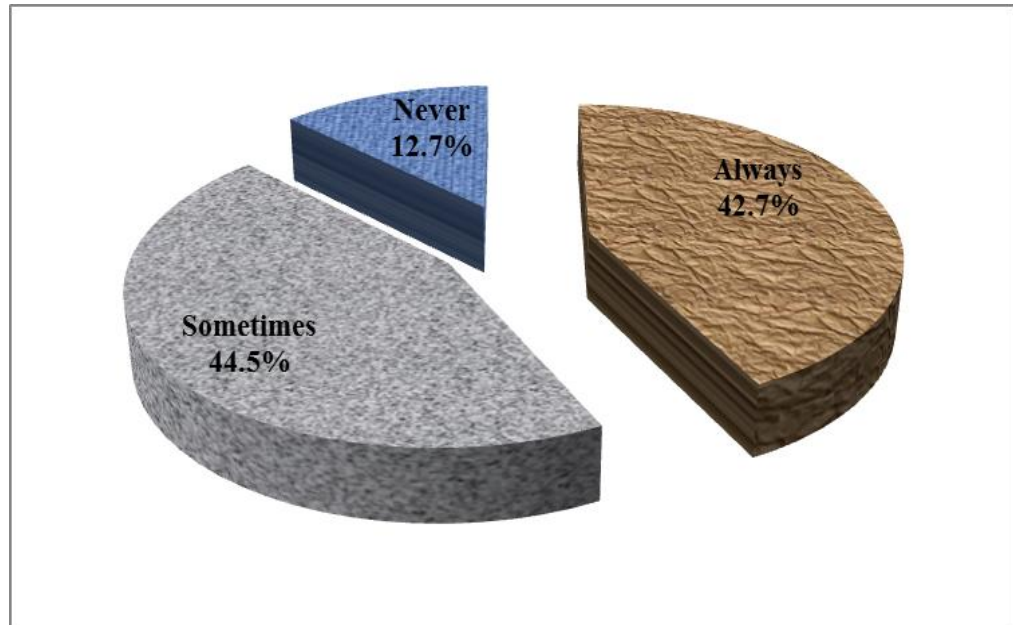
**Table 12: Opinions of Group 2 Members on Teachers’ Participation in Community Activities**

Activities	Frequency	Percentage
Funerals	46	41.8
Festivals	35	31.8
Church activities	18	16.4
Communal labour	9	8.2
Other activities	2	1.8
<b>Total</b>	<b>110</b>	<b>100.0</b>

The information in Table 12 indicates that the four main activities in which the teachers were mainly involved in within the community included funerals, festivals, churching and communal labour. About 42% of the SMC and PTA chairpersons and Assembly members said that the teachers usually participated in funerals in the community, whilst 31.8% of them said that the teachers also engaged themselves in festival activities, whilst 8.2% responded that some teachers were also involved in communal labour. This finding is in line with that of Buah-Bassuah (2002) that teachers are more involved in funerals and socialisation.

However, involvement in communal labour was minimal. This puts teachers in a bad light, and portrays them as not being concerned about the progress of the community. The study further looked at the frequency of

attendance at meetings among the School Management Committee (SMC) and Parent-Teacher Association (PTA) chairpersons and Assembly members in the District. Figure 1 displays the responses of the SMC and PTA chairperson and Assembly members.



**Figure 1.** Group 2 Members' Attendance of Meetings

Clearly, about 45% of the respondents said that they sometimes went to meetings, while 42.7% of them indicated “always.” Nevertheless, 12.7% of them claimed that they did not attend meetings. The finding showed that most respondents had attended meetings. According to Buah-Bassuah (2002), in recent days frequent meeting has been one of the means whereby the school and the community use to relate well, one of such meeting is the School Performance Appraisal Meeting (SPAM) which is done two times a year. This enables the community and the school to bring best wishers, parents and the teachers together to discuss problems confronting the school. The meetings therefore help them to identify the causes of problems and find lasting solutions.

Considering the extent to which the school and community is cordial, Table 13 indicates the analysis of the respondents.

**Table 13: Extent of School-Community Relationship in the District**

Respondents	Responses	Frequency	Percentage
Group 1	Very cordial	19	29.2
	Cordial	39	60.0
	Hostile	6	9.2
	Very hostile	1	1.6
Total		65	100.0
Group 2	Very cordial	33	30.0
	Cordial	65	59.1
	Hostile	8	7.3
	Very hostile	4	3.6
Total		110	100.0

From Table 13, according to the heads and circuit supervisors (Group 1 members), majority (89.2%) of the respondents claimed that the relationship between the school and community members was cordial. This means that there exists some sort of an open-door policy aimed at fostering close cooperation among all stakeholders.

On the part of Group 2 members, 89.1% reported that the relationship between themselves and the school management in the district was cordial. It can be concluded that the relationship between the school management and the community members was positive and healthy. This development is certainly good news for providing a conducive environment for effective teaching and



learning. This is supported by the views of Keith and Girling (1991, p. 252) that the school and the community stand to benefit from establishing a close relationship. Buttressing this point, Gleazer (1980) noted that in achieving the aspirations of the community and the school, the community and the school must maintain the spirit of togetherness and ensure that every activity is executed within the period planned.

In conclusion to the Research Question 2, the analysis revealed that there was a healthy and strong school-community relationship. This strength of relationship had culminated in the willingness on the part of the community members to attend school management meetings, as well as the level of participation of teachers in social activities such as funerals and festivals in the communities in the District.

**Research Question 3:** What are the challenges of community participation in education in the Sefwi-Wiawso District?

This research question tried to identify the challenges militating against the successful participation of the community in the activities of the public basic schools in the district. Respondents were asked to indicate these challenges. The challenges vary from one stakeholder to another because each group had its own vision to achieve the common goal of increasing educational access and improving its quality. The views of all the respondents are summarised in Table 14.

**Table 14: Respondents' Views on the Challenges Militating against Community Participation**

Respondents	Responses	Frequency	%
Group 1	Lack of resources	29	44.6
	Lack of commitment	24	36.9
	Poor communication	8	12.3
	Unimplemented plans	3	4.6
	Lack of recognition	1	1.6
<b>Total</b>		<b>65</b>	<b>100.0</b>
Group 2	Lack of resources	36	32.7
	Unimplemented plans	31	28.2
	Poor communication	22	20.0
	Lack of recognition	15	13.6
	Lack of commitment	6	5.5
<b>Total</b>		<b>110</b>	<b>100.0</b>

From Table 14, five basic challenges cropped-up from the respondents; including lack of resources, unimplemented plans, poor communication, and lack of commitment. A large percentage (44.6%) of the heads and circuit supervisors identified lack of resources as the main challenge impeding community participation in basic education in the district. These resources are usually financial. This is because the residents in the district are mostly peasant farmers and might not have adequate monies to contribute towards school projects. This finding is consistent with that of Shaeffer (1994) who indicates that a high degree of participation by the community depends on availability of resources among others.

Again, about 37% of them also said that the lack of commitment on the part of some stakeholders had dampened their involvement. They indicated that many community members (stakeholders) sometimes claimed to have commitment towards improving education in the area but only paid lip service. Indeed, commitment must be seen in action. In line with the above, Jones and Stout (1960) state that the school needs both financial and material resources from the community for its policies and programmes

It also appeared that lack of recognition had not helped in strengthening the relationship between the school and the community members. The heads and circuit supervisors also indicated that poor communication, unimplemented plans and lack of recognition were thwarting their participation in school activities. This finding agrees with Buah-Bassuah's (2002) position that the difficulties confronting community participation are lack of appreciation of the overall objectives of education, a mismatch between what parents expect of education and what the school is seen to be providing.

With the community members (SMC chairperson, PTA chairpersons and Assembly members), the key challenges confronting their participation in school activities included the lack of resources (32.7%), unimplemented plans (28.2%), and poor communication (20.0%) among stakeholders. They had also identified lack of recognition (13.6%) as another difficulty.

**Research Question 4:** In what ways can community participation in basic education be improved in the district?

All groups of respondents were asked to bring out suggestions on the various ways that the community members could effectively participate in the activities of the public basic schools in the district. Table 15 portrays their responses.

**Table 15: Respondents Suggestions on the Ways of Improving School-Community Relationship**

Suggestions	Frequency (N=175)	Percentage (%)
Involvement of community in planning and execution of school projects	175	100.0
Accountability and transparency in finances	175	100.0
Mutual respect	172	98.3
Encouraging regular parental visits	121	69.1
Regular feedback to community	93	53.1

All the respondents (100.0%) suggested that school managements could strengthen community participation through the involvement of the community in the planning and execution of school projects, and also be accountable and transparent in their finances. It can be deduced that their involvement in these activities would largely reduce (if not eliminate) any grounds of suspicion of malfeasance and mismanagement of resources in embarking on school projects. According to Shaeffer (1994), the degree of participation of community members “in real decision making at every stage”

(p. 324), including the study of feasibility, planning, implementation and evaluation of school projects.

About 98% of them also said that the school and community members should show mutual respect to each other. Mankoe (2000) observed that act of participation by itself establishes better communication as people mutually discuss and work problems. He, therefore, called for mutual trust and faith in the school.

On the issue of communication effectiveness, respondents suggested that communication should then 'flow upwards, downwards and laterally'. According to Epstein (1995), schools must reach out to families with information about school programs and students progress. This includes the traditional home visits, terminal reports, and school conferences. Communication must be in forms that parents find understandable and useful. He indicated that communication must be a two-way affair, with the teachers paying attention to the concerns and needs of the families.

On whether encouraging regular visits of parents was likely to increase the community involvement in the school management, 69.1% of the respondents agreed. These visits should not be misconstrued to mean that parents trying to overly supervise the work of teachers but to give support. Over half (53.1%) of them also recommended a regular feedback to the community as a way of encouraging community participation in public basic education in the Sefwi-Wiawso District. The suggestions are consistent with Campfens (as cited in Uemura, 1999) that the factors that influence effective participation include: an open and democratic environment; reform in public administration. In conclusion, school, parent and community organisations

also need to have certain knowledge, skills and attitudes to realise successful community participation in education. There is a need for more participatory decision-making with teachers, schools and community organisations; to plan, organise, conduct, and report on meetings; and to manage and account for government and community resources provided to the school.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the overview of the entire study and the conclusions drawn from the study. It also includes the recommendations made and suggested topics for further research.

#### **Summary**

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

There have been several recommendations for stronger ties between school authorities and community for effective teaching and learning in our basic schools. This study, therefore, solicited the views of the circuit supervisors, headteachers, SMC chairpersons, PTA chairpersons and Assembly members on the factors hindering community participation in public basic schools in Sefwi-Wiawso District of the Western Region. It specifically sought to address the following research questions:

1. What roles do community members play in schools within the District?

2. What is the nature of relationship between the schools and the communities in the district?
3. What are the challenges to community participation in education in the district?
4. In what ways can community participation in basic education be improved in the district?

A descriptive survey design was adopted, and two sets of questionnaires were designed for the headteachers and circuit supervisors (Group 1) and SMC chairpersons, PTA chairpersons and Assembly members (Group 2). A sample size of 175 respondents made up 65 headteachers and 10 circuit supervisors and 40 SMC chairpersons, 60 PTA chairpersons and 10 Assembly members was selected for the study, with a 100.0% questionnaire return rate. The data were analysed descriptively using the SPSS and Microsoft Excel, and results discussed to address the research questions. It emerged that majority (85.7%) of the 175 respondents had a formal education:

### **Major Findings**

The following major findings came to light from the study:

#### **Research Question 1**

Among the primary roles played by the community members in the District were the provision of communal labour, provision of infrastructure, attending school functions and visiting of schools. The importance of these roles performed by the community members cannot be underestimated as they have direct correlation with the work of teachers and pupils.



## **Research Question 2**

The relationship between the schools and their respective communities had been fairly healthy and cordial as reported by 89.1% of the respondents. This was demonstrated through the participation of teachers in community ceremonies such as funerals and festivals, and the regular attendance of meetings by the community members were the evidence of the cordial relationship among them. It is, therefore, believed that this healthy relationship will translate into discipline among both pupils and teachers, and high academic performance in schools in the district.

## **Research Question 3**

Lack of resources, failures to implement plans/projects, and poor communication were identified as the factors militating against community participation in basic school education.

## **Research Question 4**

The key suggestions to improve school-community relationship included the full involvement of all stakeholders in planning and execution of projects, accountability and transparency and encouraging frequent visits of parents.

## **Conclusions**

The study concluded on the following based on the findings:

1. The participation of community members such as SMC and PTA executives in basic school activities have contributed positively towards the activities of the schools, hence positively affecting teaching and learning.

2. Maintaining the cordial relationship between the community and the schools will take a concerted effort by all key stakeholders. Mutual respect devoid of power struggle paves the way for conducive academic environment.
3. Challenges such as Lack of resources, failures to implement plans/projects, and poor communication prevented a wholehearted participation of the community in the activities of public schools in the Sefwi-Wiawso District.

### **Recommendations**

Based on the findings and the conclusions drawn, the following recommendations are made:

1. There is the need for mutual respect and appreciation among the stakeholders in the management of the schools. The contributions of the community members should be acknowledged by the school authorities and the District Director of Education and publicised in order to encourage their participation for enhance teaching and learning in the district.
2. The school authorities should always involve the community members (such as SMC and PTA chairmen and Assembly members) in all their activities so that they will feel as key partners in the development of the schools. This can be achieved through regular school debars, speech and prize-giving days and community seminars. This will guarantee the full participation of the community members.
3. There is the need for school heads to be accountable and transparent in their activities especially finances. This will engender trust in the

community members so that they will continue to support the schools in terms of resources.

4. The cordial relationship between the schools and the community can be maintained when the parents are encouraged by school authorities to regularly visit the schools in order to check on their wards' conduct and academic progress. Through this, parents will be devise strategies on how to help their wards even at home with their studies.

### **Suggestions for Further Research**

A study could be conducted on the effect of “power struggle” between SMC and PTA chairpersons, and assembly members and school heads on the management and administration of some public basic schools in the Western Region.

## REFERENCES

- Asiedu-Akrofi, K. (1978). *School organisation in modern Africa*. Tema: Ghana Publishing Corporation.
- Babbie, E. (2007). *The practice of social research* (11<sup>th</sup> ed.). Melbourne: Thomson.
- Bittle, L. R. (1985). *What every Supervisor should know: The basis of supervisory management* (5<sup>th</sup> ed.). New York: Gregg Division/McCraw-Hill.
- Bridges, W. R. (1974). *Helping people develop their communities*. Lexington: University of Kentucky, Cooperative Extension Service.
- Buah-Bassuah, R. (2002). *Community participation in basic schools in Twifo Praso education district*. Unpublished M.Phil. thesis, Institute for Educational Planning and Administration. Cape Coast: University of Cape Coast.
- Bush, T., & Heystek, J. (2003). School governance in the New South Africa. *Compare*, 33(2), 127-138.
- Cahn, E. S., & Camper, J. (1968). *Citizen participation in urban development*. Washington, D. C.: N & L Institute for Applied Behavioural Science.
- Campens, H. (Ed.) (1997). *Community development around the world: Practice, theory, research, training*. Toronto, Buffalo and London: University of Toronto Press.
- Cariño, I. D., & Valismo, M. V. (1994). The parent learning support system (PLSS): School and community collaboration for raising pupil achievement in the Philippines. In S. Shaeffer, *Partnerships and participation in basic education: A series of training modules and case*

- study abstracts for educational planners and managers*. Paris: UNESCO, International Institute for Educational Planning.
- Cohen, L., & Manion, L. (1989). *Research methodology in education* (3<sup>rd</sup> ed.). London: Routledge.
- Commonwealth Secretariat (1993). *Research materials for school heads: Module 3, Units 8*. London: Human Resources Development Group.
- Creswell J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2<sup>nd</sup> ed.). Thousand Oaks, California: Sage Publications.
- Crewe, E., & Elizabeth, H. (1998). *Whose development? An ethnography of aid*. London and New York: Zed Books.
- Davis, D. (2000). *Supporting parent, family, and community involvement in your school*. Portland, Oregon: Northwest Regional Educational Laboratory
- Eccles, J. S. & Harold, R. D. (1996). Family involvement in children's and adolescents' schooling. In A. Booth & J. F. Dunn (Eds.). *Family-school links: How do they affect educational outcomes* (pp. 3-34). Mahwah, NJ: Erlbaum.
- Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education* (4<sup>th</sup> ed.). New York: McGraw-Hill.
- Gaynor, C. (1998). *Decentralisation of education: Teacher management*. Washington, D.C.: World Bank.
- Ghana Statistical Service [GSS] (2010). *Population and housing census*. Accra: GSS.

- Gleazer, E. J. (1980). To succeed the community and the college must maintain continuous close involvement in its service area. *Daily Graphic* (No. 101654), p. 8.
- Heneveld, W., & Craig, H. (1996). *Schools count: World Bank project designs and the quality of primary education in Sub-Saharan Africa*. Washington, D.C.: The World Bank.
- Herman, J. L., & Yeh, J. P. (1980). *Some effects of parent involvement in schools*. Boston: American Educational Research Association.
- Keith, S., & Girling, R. H. (1991). *Educational management and participation: New directions in educational administration*. Boston: Allyn and Bacon.
- Kornhauser, A. (1959). *The politics of mass society*. New York: The Free Press.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Krejice, R. V., & Morgan, D. W. (1970). Determining sample size research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Lee, R. S. (2008). *Lectures on importance of education at 39<sup>th</sup> CBC legislative conference*. Retrieved on 21/10/2011 from [http://www you tube.com/watch v= imcsgvvk540](http://www.youtu.be/watch?v=imcsgvvk540).
- Leech, N. C., Barrett, K. C., & Morgan, G. A. (2005). *SPSS for intermediate statistics: Use and interpretation* (2<sup>nd</sup> ed.). Mahwah, NJ: Lawrence Earlbaum Associates.

- Levin, B., & Young, J. (1994). *Understanding Canadian schools: An introduction to educational administration*. Toronto: Harcourt and Brace Company.
- Lovell, C. H. (1992). *Breaking the cycle of poverty: The BRAC strategy*. West Hartford, Connecticut: Kumarian Press.
- Mankoe, J. O. (2002). *Education administration in Ghana*. Accra: Progressive Stars Printing Press.
- Musaazi, J. C. S. (1985). *The theory and practice of educational administration*. London and Basingstoke: Indiana University.
- Nwana, O. C. (1990). *Introduction to educational research for student-teachers*. Ibadan: Heinemann Educational Books.
- Opoku, M. (2008). *Improving quality of basic education in the Kumasi Metropolis through community participation*. M.Ed. dissertation, Faculty of Education. Cape Coast: University of Cape Coast.
- Owens, R. G. (1987). *Organisational behaviour in education*, (3<sup>rd</sup> ed.). Englewood Cliffs: Prentice-Hall, Inc.
- Report on the Presidential Commission for the Review of Education. (2003) *Daily Graphic* (No. 145807), 15 & 19.
- Richman, B. M., & Farmer, R. N. (1975). *Management and organisation*. New York: Random House.
- Rose, P. (2003). Community participation in school policy and practice in Malawi: Balancing local knowledge, national policies and international priorities. *Compare*, 33(1), 47-64.
- Shaeffer, S. (Ed.). (1994). *Partnerships and participation in basic education: A series of training modules and case study abstracts for educational*

*planners and managers*. Paris: UNESCO, International Institute for Educational Planning.

Spiegel, H. B. C. (1968). *Citizen participation in urban development*. Washington, D.C.: N & L Institute for Applied Behavioural Science.

Uemura, M. (1999). *Community participation in education. What do we know?* Washington, D. C.: World Bank.

UNICEF. (1992). *Strategies to promote girls' education: Policies and programmes that work*. New York: UNICEF.

Watt, P. (2001). *Community support for the basic education in Sub-Saharan Africa region human development working paper series*. Washington, D.C.: World Bank.



## APPENDICES

**APPENDIX A**

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

(IEPA)

**QUESTIONNAIRE FOR CIRCUIT SUPERVISORS**

**AND HEADTEACHERS**

The purpose of this study is to identify the various **Factors Militating Against Community Participation in Public Basic Schools in Sefwi-Wiawso District**. Your prompt and honest response will be highly appreciated. *Please tick [✓] or write when applicable.*

**SECTION A: BACKGROUND INFORMATION**

1. Position in Occupation:

(a) Circuit Supervisor [ ]

(b) Headteacher [ ]

2. Highest Academic Qualification:

(a) Teacher Cert. 'A' [ ]

(b) Diploma [ ]

(c) First Degree [ ]

(d) Second Degree [ ]

(e) Others (specify).....

**SECTION B: COMMUNITY MEMBERS AND THEIR ROLES**

3. What role does the community play in supplying school facilities? (*Tick only one option*).

(a) Providing communal labour [ ]

(b) Organising community harvest [ ]

- (c) Soliciting outside help [ ]
- (d) Levying parents [ ]
- (e) Others (specify).....

4. What are some of the issues that the school consults the community on?

*(Tick only one option).*

- (a) Payment of school fees [ ]
- (b) Issue on accommodation [ ]
- (c) School projects [ ]
- (d) Customs and traditions of the community [ ]
- (e) Performance of pupils [ ]
- (f) Others (specify).....

**SECTION C: RELATIONSHIP BETWEEN SCHOOL AND  
COMMUNITY**

5. Which projects or decisions have been undertaken by PTA? *(Tick only one option).*

- (a) Request for teachers [ ]
- (b) Construction of classroom block [ ]
- (c) Purchase of textbooks [ ]
- (d) Extra-classes for pupils [ ]
- (e) Welfare fund for teacher motivation [ ]
- (f) Others (specify).....

6. Which school-initiated projects has the community participated in? *(Tick only one option).*

- (a) Constructing the school block [ ]
- (b) Supplying textbooks for schools [ ]

(c) Furniture for the school [ ]

(d) Provision of places of convenience [ ]

(e) Provision of headteacher's bungalow [ ]

7. What kind of contribution does the community provide towards these projects? (*Tick only one option*).

(a) Communal labour [ ]

(b) Providing material resources [ ]

(c) Payment of levies towards the construction [ ]

(d) Providing consultancy and technical know-how [ ]

8. How will you rate the relationship between the school and the community?

(a) Very cordial [ ]

(b) Cordial [ ]

(c) Hostile [ ]

(d) Very hostile [ ]

#### SECTION D: CHALLENGES FACING COMMUNITY

##### PARTICIPATION

9. What **three (3)** challenges militate against full participation of the community in education in the Sefwi-Wiawso District?

i. ....

.....

ii. ....

.....

iii. ....

.....

**SECTION E: SUGGESTIONS**

10. How can the school improve its relations with the community so that they participate in school activities? (*Tick as many as applicable*).

- (a) Involve community in planning and executing school projects [ ]
- (b) Accountability and transparency in school finances [ ]
- (c) Report to the community regularly [ ]
- (d) Teachers' full involvement in planning and execution of school projects [ ]
- (e) Encouraging regular parental visits [ ]

11. Specify other ways in which community participation in education could be improved.

- i. ....  
.....
- ii. ....  
.....
- iii. ....  
.....

**Thank You For Your Cooperation!!!**

## APPENDIX B

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

(IEPA)

### QUESTIONNAIRE FOR SMC AND PTA CHAIRPERSONS AND ASSEMBLY MEMBERS IN THE COMMUNITY

The purpose of this study is to identify the various **Factors Militating Against Community Participation in Public Basic Schools in Sefwi-Wiawso District**. Your prompt and honest response will be highly appreciated.

*Please tick [✓] or write when applicable.*

#### SECTION A: BACKGROUND INFORMATION

1. Status in school management:

- (a) SMC Chairperson [ ]
- (b) PTA Chairperson [ ]
- (c) Assembly-member [ ]

2. Level of Education:

- (a) None [ ]
- (b) Basic [ ]
- (c) Secondary School [ ]
- (d) Tertiary [ ]

3. Occupation:

- (a) Artisan [ ]
- (b) Civil Servant/Public Servant [ ]
- (c) Trader [ ]

(d) Others (specify).....

**SECTION B: COMMUNITY MEMBERS AND THEIR ROLES**

5. Which school-initiated projects has the community (PTA) participated in?

*(Tick only one option).*

- (a) Constructing school blocks [ ]
- (b) Supplying textbooks for schools [ ]
- (c) Providing furniture for schools [ ]
- (d) Provision of places of convenience [ ]
- (e) Provision of headteacher's bungalow [ ]
- (f) Organising extra classes for pupils [ ]
- (g) Establishing welfare fund for staff [ ]
- (h) Others (specify).....

6. What kind of contribution does the community provide towards these projects? *(Tick only one option).*

- (a) Communal labour [ ]
- (b) Providing material resources [ ]
- (c) Payment of levies towards the construction [ ]
- (d) Providing consultancy and technical know-how [ ]

7. What is the community's role in the management of the school? *(Tick only one option).*

- (a) Has representatives on the SMC to manage the school [ ]
- (b) Meets regularly to identify issues [ ]
- (c) Mobilises funds for the school [ ]
- (d) Undertakes projects [ ]
- (e) Others (specify).....

8. Who in your opinion should provide what facilities? (*Tick only one option*).

- (a) Government only [ ]
- (b) Government and community [ ]
- (c) Community only [ ]
- (d) Parents should bear the full cost [ ]

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

- (a) Visit school to follow child's progress [ ]
- (b) Assist child to do homework [ ]
- (c) Provide child with the necessary school needs [ ]
- (d) Has part time teachers for them [ ]

10. How has the provision of school facilities enhanced effective learning?  
(*Tick only one option*).

- (a) Full complement of teacher is met [ ]
- (b) Availability of textbooks and exercise books to each pupil [ ]
- (c) Adequate infrastructure to house the school [ ]
- (d) Availability of library facilities [ ]
- (e) Technical facilities and farm implements including science equipment are adequate [ ]

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

Yes [ ] No [ ]

12. From the list below, which role is the Chief more actively involved in?

- |                              | Yes | No  |
|------------------------------|-----|-----|
| (a) Organise communal labour | [ ] | [ ] |



- (b) Involve in SMC activities [ ] [ ]
- (c) Contact District Assembly for assistance [ ] [ ]
- (d) Set up watch dog committee on pupils [ ] [ ]
- (e) Approves collection of levies in the community  
of on school projects [ ] [ ]

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

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

14. Which of the human resources are utilised in the school?

- (a) Opinion leaders [ ]
- (b) Artisan/labour [ ]
- (c) Old students [ ]

15. How often does the school utilise local resource persons?

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

16. In what way is the community involved in the decision making in some school activities?

- (a) Meetings are held at community level to decide on school issue[ ]
- (b) Community groups have representatives on SMC [ ]
- (c) Through PTA meetings [ ]

(d) The teachers fail to involve the community [ ]

17. What method does the community adopt most often to raise funds for the school? (*Tick only one option*).

(a) School harvest [ ]

(b) Community levies [ ]

(c) PTA levies [ ]

(d) School garden/farm [ ]

(e) Community harvest [ ]

18. Whose responsibility is it to provide school building, furniture and books? (*Tick only one option*).

(a) The government alone [ ]

(b) Community has greater responsibility [ ]

(c) Responsibilities must be shared [ ]

(d) Parents should be more committed [ ]

19. Apart from the government, how else could the school be assisted? (*Tick only one option*).

(a) Help from companies [ ]

(b) Seeking support from the church [ ]

(c) Soliciting funds from philanthropists [ ]

(d) Proper organisation of old boys/girls [ ]

(e) Appealing to NGOs [ ]

20. What prevents the community from organising external resources such as building materials, money, etc. for schools? (*Tick only one option*).

(a) Mobilisation is difficult [ ]

(b) Low communal spirit [ ]

- (c) Do not have easy access [ ]
- (d) Have no idea of external resource [ ]
- (e) Community has many resources [ ]

**SECTION C: RELATIONSHIP BETWEEN SCHOOL AND  
COMMUNITY**

25. How does the school administration react to the community's suggestions?

- (a) Accept but cannot implement them due to certain constraints [ ]
- (b) Do not accept them at all [ ]
- (c) Accept and implement them with reluctance [ ]
- (d) Accept and implement without difficulties [ ]

27. Which community activities do teachers fully participate in? (*Tick only one option*).

- (a) Funeral activities [ ]
- (b) Communal labour [ ]
- (c) Church activities [ ]
- (d) Festivals [ ]
- (e) Festivals [ ]
- (f) Others (specify).....

28. How will you rate the relationship between the school and the community?

- (a) Very cordial [ ]
- (b) Cordial [ ]
- (c) Hostile [ ]
- (d) Very hostile [ ]

**SECTION D: CHALLENGES**

29. What **three (3)** challenges militate against full participation of the community in education in the Sefwi-Wiawso District?

- i. ....  
.....
- ii. ....  
.....
- iii. ....  
.....

**SECTION E: SUGGESTIONS**

30. How can the school improve its relations with the community so that they participate in school activities? (*Tick as many as applicable*).

- (a) Involve community in planning and executing school projects [ ]
- (b) Accountability and transparency in school finances [ ]
- (c) Report to the community regularly [ ]
- (d) Teachers' full involvement in planning and execution  
of school projects [ ]
- (e) Encouraging regular parental visits [ ]

31. Specify other ways in which community participation in education could be improved.

- i. ....  
.....
- ii. ....  
.....

iii. ....  
.....

**Thank You For Your Cooperation!!!**