

UNIVERSITY OF CAPE COAST

COMMUNITY PARTICIPATION IN THE PROVISION OF BASIC
EDUCATION IN THE NEW JUABEN MUNICIPALITY

BY

CHARLOTTE ASAA ASANTE

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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: Charlotte Asaa Asante

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: Mr. S. K. Atakpa

ABSTRACT

Community participation in the provision of basic education was given government backing as a means of bringing the school and the community closer. By this the community was expected to compliment government's effort in the provision of basic education in the communities. A descriptive survey was used to investigate community participation in the provision of basic education in the New Juaben municipality. Questionnaire was the main instrument used to collect data for the study. A total of 170 respondents comprises headteachers, teachers, circuit supervisors and community members, chiefs, SMCs and PTAs answered the questionnaires.

The study revealed that there was awareness in the municipality about the need for communities to participate in the provision of basic education. There were kinds of relationship between the schools and communities. Communities provided the schools with some financial and material support and also take part in school governance. The SMCs and PTAs served as the main channel of communication between the school and the communities.

It is recommended from the study that communities should do well to perform their roles towards the development of education. Again, the schools and teachers should share in the social life of the communities.

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DEDICATION

To my caring and loving husband Mr. Yaw Asante.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education has been regarded as a tool for bringing each person to develop a sense of duty to fulfill his/her respective function of state and to acquire the skills of knowledge that particular function requires. Education can therefore be seen as a process whereby a conscious effort is made not only to enable individuals to develop and fulfill their aspirations but also to be able to contribute to the development of the entire society. Education serves as a medium for transferring of knowledge from one generation to the other in order to promote social stability and coherence as a means of passing on values cherished in society and as a way of initiating the individual into society. It is therefore viewed as an instrument for promoting and controlling change, for transmitting national values, economic skills and as a medium for incorporating into rapidly changing national society, typified by pluralism in relation to beliefs and roles and the individual's attachment to one or more of these. Aboagye (1998) regarded education as a primary means by which societal changes can occur. He reiterates that education is seen as the tool for the creation of cultural awareness. The primary means by which education does these is through the school. Education is also concerned with the united concern of a people for the right upbringing of its children and

improvement of its national life. To succeed in education the community and the schools must maintain continuous close involvement. The school is the main institution charged with the responsibility of providing formal education to people right from an early stage in life. Mensah (2010), also said, it is the responsibility of parents to cater for the development and upkeep of their children to enable them to contribute to the development of their families, communities and the nation as a whole.

It is therefore an accepted fact that education is a social enterprise demanding efforts and contributions from all stakeholders, especially if education is to benefit the whole society. McWilliam and Kwamena Poh (1975) reported that, the missionaries who established formal education in the country by 1844 involved the communities in which the schools were built. Children in the communities were admitted into such schools, to be trained to be useful to themselves and their communities.

Baku and Agyeman (2002) view community participation as the contributions members of the community make to facilitate education programmes within the national development framework. The success or attainment of these laudable objectives rests on cordial relationship between the school community and the school administration of which the headteacher is the head. Battern (1959) stressed the need for the school and community to be one for the achievement of educational goals. The clarion call for community involvement and provision of school facilities has brought the two closer. This

may be attributed to the fact that communities have become increasingly interested in what goes on in the schools as well as the products from the school.

Every community is made up of the individual, parents, family members, heads of clans and the heads of the community who is the chief. Since an individual does not live in isolation, whatever he does has an influence on the community. Members may mobilize funds to educate a citizen who would also in future contribute to the development of the community in one way or the other.

Before 1951, the religious societies contributed immensely to the acceleration of the provision of basic schools in the country through evangelism. In order to have an effective control and supervision of the schools, the Christian groups established educational units and appointed managers of schools at both local and regional levels. On the contrary, before the missionaries' schools were established it was the duty of all the elders in the family which constitutes the community to train its young members so that they might bring honour and not disgrace to the whole decent group.

McWilliam and Kwamena Poh (1975) reported that, the Education Act 1961 changed the form of community participation in the provision of education. This Act made Basic Education compulsory for all children of school going age. This was done through the re-organization of not only basic primary and middle schools but also secondary, technical and vocational education as well. Local authorities were mandated to share the responsibilities of basic education.

Antwi (1992) contends that the Act of 1961 made Local Authorities be set up and work through Educational committees to build, equip and maintain all

public primary and middle schools. Again, he mentioned that although the religious and private bodies were somehow marginalized in the control of schools, the Education Act of 1961 recognized the existence of private and denominational schools. This was to strengthen the public educational system with the role of local authorities and Government in the formulation and implementation of Educational policies.

While central government paid teachers' salaries, the local authorities were to build and maintain all basic schools in its area. This resulted in the local authorities losing their grip in the running and maintenance of their schools. For instance in Ghana, communities have played a vital role in the development and provision of education. Many of the basic schools in Ghana were originally initiated by communities, which willingly recruited teachers and provided places of learning for their children. As the school progressed, they were absorbed into the public school system. The management and control of the schools then shifted to the central government, thus rendering the communities ineffective in controlling the schools.

In 1972, attempts were made to shorten the course of Basic Education from 10 years to eight years with two years continuation school. In 1973/74 the Dzobo committee was appointed to review the education system with the aim of improving on the quality of education. The report culminated in the white paper on a new structure and content of education for Ghana (Aboagye, 1992). The report recommended the establishment of the Junior High Schools by placing emphasis on vocational and technical skills. The concept was tested on

experimental basis in the nine regions until 1987 when the middle schools were phased out. The Government reformed the education system due its deteriorating state.

During the 1987 Educational Reform Programme the government again realized the need to revive community involvement in education. So it established community-based schools to encourage the community to assume ownership and management of schools. Basic schools were to run with public funds with the active support of the community. All children were to attend the local Junior Secondary School (JSS), which were to operate under management committees drawn from members of the community. This move aimed at creating opportunities for the local people to participate in the management of education so as to make them aware of what the needs of the schools were and the role communities were to play to satisfy those needs.

With the inception of the 1987 Education Reform Programme, community participation in the provision of basic education has been strengthened. Since the introduction of the new education reforms in Ghana, various communities have been deeply involved in providing infrastructure in the form of assistance to the schools where necessary. This concept has come to stay, giving some authority to the communities to liaise with school authorities in the running of schools.

The former President of the Republic of Ghana, H.E. Mr. J.A. Kufour inaugurated a committee on the Review of Education in Ghana on 17th January, 2002, to review the entire educational system in the country with the view to making it more responsive to current changes. Recommendations from the

committee gave birth to the 2007 Education Reform currently in operation in Ghana.

All these reforms were aimed at creating opportunities for the local people to participate in the management of education. This policy laid emphasis on the fact that there was the need for the funding of Education not to leave the funding to be borne by the Central Government and Donor Agencies alone. In addition, it was recommended in the document that it was imperative for all stakeholders and beneficiaries at the district levels to be sensitized about community participation through the provision of necessary facilities for their schools.

Ghana has gone through a lot of reviews and reforms which have seen several changes in the school curriculum however, citizens continue to agitate for a better public education to meet expectations in terms of its coverage, quality, equitableness and economic utility. Over the years much has not been done to assess the roles the communities in the New Juaben Municipality are playing with regards to the provision of land, equipment, infrastructure, maintenance of infrastructure, and the problems encountered in their involvement in education. Manu (1997) echoes that the quality of Education a community's children receives will depend on the level of interest and involvement of that community in the management and governance of its schools. If the communities are willing to participate in the provision of education for their youth, then it must have the right to take an active part in determining the kind of education their children should receive. If the communities are assisting in funding education then it must also have the right to hold educational personnel accountable for the smooth

running of schools in the community. With a well informed and dedicated community and a good school-community relation, the school is sure to enjoy smooth administration and sound academic work, which leads to good academic performance of the children. With this spirit of 'we' feeling the communities come together to provide facilities for the school.

Unfortunately, studies have shown that this has never been the case in some communities. They rely on central government for everything. Even what goes on in the school is of no interest to them. There are also situations where communities are seen rather as dictators to heads-in cases where they are active.

From the foregoing it is evident that community participation is critical in the provision of basic education particularly in the New Juaben Municipality, for which reason this study attempts to empirically determine how effectively the community contribute to the provision of basic education.

Statement of the Problem

Since the school community is part of the larger community, and what goes on in the school affect the community, a good working relation between the school and the community is expected to bring about sound academic environment for teaching and learning. Battern (1959), supported the assertion that education of the child depends on both the school and the community participation. Community participation in basic education seeks to improve basic education. All stakeholders in education are encouraged to pool resources together to provide quality education. This is aimed at enabling the school to

operate effectively so as to achieve its aims and objectives of education for the pupils.

Later reforms introduced school Performance Appraisal Meetings to enable stakeholders of education to meet and deliberate on problems affecting schools in the community. In addition, the introduction of the Capitation Grant Scheme in 2003/2004, to remove the financial barrier created by levies also portrayed that the Government of Ghana is re-emphasizing the involvement of local communities in the financing of education in the country. Due to lack of funds, provision of education facilities was inadequate and was not forthcoming. Parents and other stakeholders became dissatisfied because the Government has numerous social responsibilities and could not fund education alone successfully. Some form of cost sharing in the financing of education became necessary. The question however is, do communities involve themselves actively in the programmes of the schools in their localities? Does the community provide the needed inputs for effective teaching and learning in basic schools? Are there any obstacles facing the communities in providing the needed resources in basic schools?

Purpose of the Study

This study therefore, sought to find out community participation in basic education delivery in the New Juaben Municipality. Specifically, the study was to find out the importance the community attach to the provision of basic education, their role and responsibilities in provision of basic inputs for effective teaching

and learning, and finally, the impact or obstacles the communities face in their participation in the provision of basic education in the New Juaben Municipality.

Research Questions

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

1. How important is basic education to the community?
2. What role does the community play in provision of needed inputs for effective teaching and learning in basic education?
3. What obstacles does the community face in their participation in the provision of basic education?

Significance of the Study

The study would provide information about community participation in providing basic education and will also identify areas where community participation in school administration has some success or failures in the management of basic schools in the New-Juaben Municipality. Such information would be useful to the municipality in the allocation of resources for the development of education. The results of the study would be a contribution to the knowledge in the area of community participating in the delivery of education. Challenges that would be identified in the study would be used by stakeholders in education as basis for planning, interventions to improve basic education delivery in the municipality and the nation as a whole. The analyzed information could help explain the different types of approach, participation and collaboration towards the effective participation by communities in the New Juaben Municipality in the management of schools.

Delimitations of the Study

The study covered accessible communities which were expected to participate in the study. This is because these categories of communities have their peculiar problems. The study specifically dealt with the Municipal Assembly, the Municipal Directorate of Education, Parent Teacher Associations (PTAs), School Management Committees (SMCs), Unit Committees, Headteachers and Teachers of basic schools in the community. The scope of the study was restricted to issues related to community participation in the provision of basic education in the New Juaben Municipality with particular reference to the community's view on the importance of their participation in the provision of basic education, the role communities play in provision of needed inputs for effective teaching and learning, the impact the resources made on the level of the communities participation. Obstacles to community participation towards basic education will also be investigated.

Limitations of the Study

Time constraints, lack of funds and resources among others limited the researcher from carrying out the study on a large scale. The funds available for the study was woefully inadequate to enable the researcher conduct the study in all the basic schools in the New Juaben Municipality. In addition, the period within which the work should be completed could not make it possible for the researcher to cover all the schools in the district since that could have created the ideal picture of the situation. If all the limiting factors were met, the researcher

would have covered a wider area of study and ultimately come out with a more detailed result.

Definition of Terms

Community: refers to a place in which a group of people with similar characteristics and aspirations live. Community participation refers to the roles the community play in facilitating the implementation of educational programme within the framework of national development agenda.

Basic Education: consists of kindergarten, primary and junior high school levels. It constitutes two years kindergarten, six years primary and three years junior high school education. That is eleven years compulsory formal education.

Organization of the Rest of the Study

The rest of this study is organized in four chapters. Chapter two presents the review of related literature. Chapter three describes the research design, population, sample and sample technique, the research instrument to be used, instrument testing, data collection procedure and data analysis plan. The results, findings and discussions of the findings constitute chapter four. This is followed by summary, conclusion, suggestions and recommendations in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

A literature review, according to Fraenkel and Wallen (2000), is helpful in two ways. They indicate that it helps researchers glean ideas of others interested in a particular research question and let them see what the results of other similar or related studies have been. These writers point out that a review of literature affords researchers the opportunity to dig into the literature to find out what has been written about the topic they are interested in investigating.

This chapter therefore looks at some early views on community participation in education delivery. It will also look at community participation in school governance and community involvement in the provision of basic education.

Community Participation

Musaazi (1982, p.239) is of the opinion that people may see what a community is in various ways. The typical African society may consider community as “a medium-sized rural village with a close-knit group of inhabitants, largely self-contained and with everybody knowing and standing in accepted relationships to everybody else”. Such people are conscious of the group’s continuity over time into both the past and the future, and there is an almost mystical bond between the group and its land. Modern ways of life have

led to a community different from the above. We now speak of a community as where a group of people live in the same place and share some common interests, but do not necessarily have strong historical links or local ties as reported by Musaazi. Membership of these communities may be by convenience and choice or birth. It is worthy to state here that both forms of communities exist in Ghana.

Similarly, Bray (1987, p. 11) defines “a community as a group of people who share social, economic and cultural interests. Its members recognize social obligations to each other, hold at least some common values, and identify themselves with each other as ‘we’”. Additionally, Bray (1996) posits that there can be a community in which membership is based on ethnic, racial, or religious identification. He adds that there is also a community that is based on shared family or educational concerns such as associations of parents having a shared concern for the welfare of students.

Also, Sergiovanni (1995, p. 67) describes community as “collection of individuals who are bonded together by natural will and who are together bound to a set of shared ideas and ideals”. This bonding, the writer indicates was tight enough to transform them from a collection of ‘I’ into a collective ‘we’. Therefore, it can be said that a community refers to a group of people living together in an area having a sense of shared interest.

Sergiovanni indicates that, community participation in educational provision and delivery can literally be said to mean the involvement of members of a community in attending to the needs of providing education for their young

ones. It is to give a sense of ownership and a feeling of interest in what goes on in the school in the community..

White (1989) reveals that the primary aim of participation is to accomplish more by the government or agency through harnessing community's energies into productive ventures. He stressed further that participation could lead to a sense of responsibility for undertaking projects. If a people were involved in planning, decision-making, and/or implementation of a project, they would collectively consider that project as theirs. They would have pride in it and a sense of ownership and responsibility for it. This, he indicates stems from the familiarity that community members would have gained for the project, and the emotional involvement they would have put into it.

The concept of community participation in education is not new. The establishment of mission schools and private schools to augment government's efforts of providing education for the citizenry testifies the role of society and communities as partners in education (Mankoe, 2002).

Gleazer (1982) advocated that much as 'participation' is widely seen as critical in social development it does not come out of the vacuum. Community participation means readiness of the national government, local government and the community to accept certain responsibilities. It also means that the value of each group's contribution is seen, appreciated and used. The honest inclusion of community representatives in decision making ensures successful community participation.

Community participation in education therefore implies that the school must be open and that there should be constant involvement of the community in its affairs. Such a system should be characterized with the flow of information from both the school and the community in a distortion free atmosphere. This will enable the community develop a high sense of identity with the school and will want to be influenced by it.

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

In a study report on politics in education, Palmer and Jacobson (1974) contend that certain basic conditions need to be satisfied to perpetuate the concept of community participation. They point out that people act when they have:

1. Some sort of interest at stake
2. Clear and compelling diagnosis of the needs of the situation
3. Meaningful prescription or remedy for the situation
4. A sense of power to enforce the necessary prescriptions.

It can be deduced from the above conditions that, community members need to be involved in all projects concerning them – including educational provision if their contributions and involvement are to be sought and sustained.

As reported by Archer (1984), the idea that the government should take responsibility for education only grew during the mid-twentieth century. When colonial governments decided to take an increasing role in many cases, they started by helping the schools provided by the missionaries and other religious groups. There was a widespread view, particularly in newly independent countries, that the state should take the lead role in education in order to promote national unity and to underwrite basic standards. Partly for this reason, the authorities in some countries nationalized all non-governmental schools. By the 1980s, however, the world had witnessed a fundamental shift. In part, this was linked to arguments favouring privatization, which had its stronghold in the economic sphere but flowed over to the social sector. For governments in low-income countries, the possibility of greater contributions to education by the private sector held out the prospect of increased sharing of the heavy load of operating education systems.

As indicated in chapter 6, 38 sections 2, of the 1992 Constitution communities have an obligation of performing the following duties towards the development of education in the country.

Communities were to:

1. embark on school projects through communal labour
2. fund education through community harvest and appeals to individuals and organizations to donate in material, cash or better still in kind
3. ensure that parents provide basic teaching and learning materials for their

4. children such as pens, pencils, bags, shoes, exercise book and feed them adequately before and after school
5. see to the welfare of teachers by providing incentive packages for teachers in the form of cash or in kind, notably in the form of free accommodation
6. make regular visits to the school to facilitate the proper running of the school
7. provide furniture like tables and chairs for teachers and pupils
8. release land for teachers to engage in farming activities to serve as an incentive to those teachers who accept postings to the villages.

This gave communities the legal backing in their involvement in the affairs of the school. It provided the bases for the establishment of community organizations like the Parent Teacher Associations (PTAs), School Management Committees (SMCs), Old Boys Associations, and Board of Governors, which are seen to be in close link with the school. By this legislative instrument, communities were expected to play a central role in the provision of education. Atta-Mills (2009) emphasized that, the Government of Ghana was managing the funding of education with utmost commitment and priority since it regards education as a vital investment by the whole community.

Nisbet (1979) also describes a community as a place in which people live – a group of similar characteristics or social relations characterized by personal intimacy, emotional depth, social cohesion, and continuity in time. it is based on this belief that problems in the communities have solutions in the communities.

The concept of community applied to education as stated by Baku and Agyeman (2002) becomes the school community. It is an entity holding in basic infrastructures in common and is composed of the traditional leaders in the area, the PTA, the various religious bodies and the residents. Local government bodies and the communities are encouraged to take on and carry on responsibilities in providing basic education. However, there should be a distinction on the basis of division of functions which can best be performed at each level, rather than that of taking away the power from the central government to give to local bodies or shifting the financial burden of education provision to communities.

Contrary to the above, different structures have been put in place by different countries for school governance. These structures, with different sizes, composition and powers serve as vehicles for community participation at the local level. In Ghana, communities have traditionally been participating in the provision of basic education, but their involvement used to be limited to the provision of school infrastructure.

In the context of the Educational Reform 1987 as reported by Baku and Agyeman, basic education is community-based. This policy accepts ownership of basic schools to the communities in which the school is located. It recognizes that the provision of basic education is a joint venture between Government and the communities and therefore, encourages communities to participate in school management. The community therefore has a major role to play in the management of education in Ghana and therefore community participation would not be an exceptional case in New Juaben Municipality in particular.

According to White (1978), people would actively participate in projects that affected them, if they had a voice in the decision-making and in its implementation. He argues that feeling of alienation and powerlessness was to be avoided in order to get increased cooperation and a united community to foster the achievement of their goals and aspirations.

The roles of the two partners as further revealed by Baku and Agyeman were defined in official policy documents as follows:

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

Through this policy, the government anticipated that the communities would construct their own school buildings to provide for the opening of Junior High School (JHS) so that the pupils would not have to travel beyond a distance of three kilometers between home and school. Where school building already exists, communities would build workshops for the various practical-oriented subjects. It was also anticipated that the involvement of community opinion leaders in the affairs of the school would constitute a rich reservoir of supplementary education information needed for a holistic education.

Muzaasi (1982) contends that the school has broader functions that bring into relations with the surrounding community. He views the school from two angles; firstly, it is seen as the 'model of the community' and it is also the

‘community school’. According to him, most primary schools in Africa are located in the local communities, with a primary goal of preparing the children for life in that of community.

He states further that in order to make the link between the school and the community more meaningful, the school has to be in close relationship with the community so as to achieve the moral, financial and material support by the community. The school should therefore operate as a nucleus for the betterment of the community. The interrelationship between the school and the community understanding of the influence of one upon the other should also be recognized.

Musaazi sees the school as a planned social institution which acts as an instrument of society for teaching the young ones. In this institution, the interest of both the adults and children with the school converges with those of parents and citizens outside it. He states that education is an activity which involves the cooperation of teachers, parents, children and the community as a whole.

Parents are naturally interested in the education of their children and would want to know who is doing the teaching, what is being taught and how well it is being taught. He confirms that as long as parents are assured that all is going well, they usually have little to say or to express their views.

Legally Inco-Operated Boards

In order to give meaning to community ownership of schools through community based concept of education, Manu (1997, p. 7), explains that the Ministry of Education (MOE) has since June 1994, declared that, “the management and supervision of schools can no longer remain the monopoly of

Ghana Education Service (GES), and that systems should be put in place to effect the transfer of ownership of public schools from MOE/GES to the communities in which the schools are physically located”.

It is in pursuance of the idea of getting the community to function effectively in the management and supervision of schools that the District Oversight Committee (DEOC) and the School Management Committee (SMC) were instituted to strengthen community ownership of schools. According to (Manu, 1997, pp. 5-6) the main functions of the District Education Oversight Committee are as follows:

1. The provision and maintenance of school blocks and other infrastructural requirements
2. the provision of teachers, monitoring the regular and punctual attendance of both teachers and pupils at school
3. Monitoring proper performance of duties by staff and pupils and matters relating to general discipline
4. Dealing with complaints relating to or from non-teaching staff and pupils
5. Overseeing the environmental sanitation and other facilities
6. Supplying textbooks and other teaching and learning materials to schools.

Manu explains further that besides the above stated constitutional provisions, community participation in education in Ghana is also manifested at the school level in certain recognized bodies that play important roles in the management of education especially at the basic level.

As a committee designated under the Ghana Education Service Act of 1994, the School Management Committee (SMC) “is a school community-based institution aimed at strengthening community participation and mobilizing for education delivery” (GES, 2001, p.9). The SMC is a representation of the entire school community of a particular school or cluster of schools, the source added.

Specifically, the GES policy guidelines stipulate that the powers and functions of the SMC shall include the following:

1. Control the general policy of the school
2. Avoid encroaching upon the authority of the headmaster or headteacher.
3. Present periodic report to Director General of Education and DEOC through the District Director of Education (DDE).
4. Ensure that premises of schools are kept in a sanitary and structurally safe condition, generally in a good state of repair.
5. Help the headmaster/teacher in solving conflict and report to the District Education Office (DEO).
6. Refer serious disciplinary cases to the District Director of Education for action.
7. Negotiate for land for school projects; e.g., school farm, football field (p.10).

The system in Papua New Guinea, legally-incorporated School Board, has operated since 1970. It is a good example of a model in which the law requires schools to have governing bodies and sets out aspect of the structure and

functions of these bodies. The law which set up the national education system required each primary school to have a Board Management with at least five members who were 'broadly, representative of the community served by the school' (Papua New Guinea, 1970, Section 71.1). Each board was required to include the headteacher and another teachers' representative, and could include representatives of the church or other agency operating the school, provided that these people did not form a majority. Boards were made responsible for: setting the general philosophies of their schools; planning; construction and maintenance of classrooms, teachers' houses and ancillary facilities, enrolment of pupils; and discipline of students, including punishment by suspension or expulsion.

In Kenya the law states that each full (eight-grade) primary school should have a committee of 13 people; one parent representative for each grade, two District Education Board representatives, two people representing sponsors and the headteacher (Kenya Ministry of Education, 1999). Headteachers are required to be secretaries of their committees; this is to ensure that the minutes and other records be kept by someone who is competent for such a task. The arrangement also ensures that the headteacher does not become chairperson, which might be considered excessive dominance. A 1998 survey of 187 schools in all of Kenya's eight provinces found that school committees were generally functioning, and did hold regular meetings. Other Kenya studies have expressed concern about the fact that in many schools, the role of the community seems mainly to be restricted to provision of finance and facilities.

In England for example, the Plowden Report stressed the importance of parental support for children in schools (Plowden,1967). A movement of Parent-Teacher Associations (PTAs) gathered strength and focused on cooperation between schools and homes. In the light of this, the 1980 Education Act took reform further still requiring schools throughout the country to have governing bodies that included parents (Kogan, Jonhson, & Packwood, 1984).

Parallel developments were evident in other relatively prosperous countries. In Australia and the United States, reforms were based on democratic principles. Parental participation also became more prominent in France, Italy and former West Germany. In these countries, parental participation became attractive to governments because it appeared to be inexpensive but could provide strategic benefits. On one hand were educational benefits arising from closer liaison between schools and homes; and on the other hand were political and administrative benefits because problems could be removed from the overcrowded central agenda and resolved, often more effectively at lower levels.

McWilliam and Kwamena-Poh (1975) described how participatory and educational programmes were put into operation by the African Administration that came into power when the Gold Coast (Ghana) became internally self-governing under the Accelerated Development Plan for Education (ADP). The plan was first conceived by the government. After announcing its decision to the public, the public views were solicited. These proposals were laid before Legislative Assembly for discussion and approval, before the plan became

operational. At the operational and implementation stage, it was tested on users to find out some problems and possible solutions.

McWilliam and Kwamina-Poh (1975) further described how the Government delegated the implementation of some parts of the plan to the local councils and the communities to help reduce costs to the central Government's budget. By all standards, the ADP was a model participatory programme. Its aim was to accelerate the educational process for national development, by introducing a compulsory, fee-free six-year basic education for all school going age children. They said, under the ADP, the provision of classroom, play grounds and gardens were expected to be the responsibility of the local councils, with the help of the local communities. The councils also were supported to pay forty percent (40%) of teachers' salaries.

School Community Relationships

A healthy school and the community relationship help to establish trust and confidence between teachers and community members (Mankoe, 2000). Through this, the community gets to understand and appreciate the policies and programmes of the school. The community also gets to know and appreciate the duties of the teachers and their problems. Only then can the community come to their aid. In like manner, according to Jones and Stout, (1960) teachers get to understand the concerns of the community. The school needs both financial and material resources from the community for its policies and programmes. There is therefore the need for a cordial relationship between the school and the community.

The community and the school must maintain a continuous and close involvement in school and community activities. Bannerman Mensah (2009) observed that quality education at the basic level could only be achieved when communities get involved in the education process of their children. Communities, he said, must therefore, be interested in what went into the teaching and learning and offer advice as to how pupils' achievement should be improved.

The children, who are the bridge between the school and the community, must be encouraged to share in the community life, and be a source of information to and from the school. Apart from these, the school should involve the community in its activities and programmes such as Speech Day and Cultural festivals. According to Asiedu-Akrofi, (1978) a good school-community relationship, depends on the school knowing and appreciating the culture of the community. It must therefore strive to inculcate these cultural values in the children. The school needs material and financial support from the community.

It was also observed that the most effective way of involving community participation in school management is for the school to recognize the community as partners in the management and running of the school. No teacher could meaningfully play his or her role of 'animator' unless he or she had been accepted by and gained the trust of the local people among whom he or she worked.

On involving communities to support the school, Houghton and Tregear (1969) suggest that the most effective means is to make them (community members) participants in the education of their children and to get them realize

through personal experience that the school can be the source of new knowledge, ideas and skills

School community relationship can also be strengthened through School Performance Appraisal Meeting (SPAM), which should be done at least twice a year. This is a situation where parents, guardians and well-wishers are invited to the school for a meeting to see the performance of the children. They all discuss the problems, causes and try to find lasting solutions to some of these problems for better development and plan for their children. Through discussion, find out whether the teachers are doing their work well or not. For the teachers who are always late to school, they try to find out the causes and help them out or advise them accordingly.

The same method is used to solve the problem of absenteeism on the part of teachers and the children. Teachers will also be expected to respect the culture of the people in the community. Teachers are cautioned on the type of language they use on the children which conflicts with the norms of the society. Woyongo (2009) cautioned that the Government of Ghana's efforts at improving on the quality of education delivery in the country demanded that teachers played their complementary roles effectively.

However, if the parents see the performance of the teachers and the results of the children to be encouraging, such teachers are praised and encouraged to perform better. Either incentive packages in various forms are given to these teachers or pledges of various forms are made to boost their morale.

Gleazer (1982) relates that if the school is to be able to identify and analyze problems facing the community and suggest solutions as well as be able to forecast the shape of society in the foreseeable future, then it needs to have knowledge about the community to be able to establish developmental trends and make projections accordingly. He thus underscores the need for the school to maintain a continuous and close involvement with the community in which it operates.

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

The school should liaise with the chief and his elders and organized bodies in the communities. Such organized bodies include Parent Teacher Associations, (PTAs') School Management Committees, (SMCs') Past Students Associations and School Board of Governors. Individual groups and corporate bodies as Chiefs and opinion leaders, the Church, the Rich, Unit Committee Members, and Government through Ghana Education Trust Fund, Assembly Common Fund, Non Governmental Organizations' (NGOs') and Assembly Members also have the opportunity to contribute to the schools' development in the communities. They know most of the schools' activities because there is information flow in the

form of terminal reports of the students', PTA meetings and Speech and Prize Giving days, sports festivals as well as cultural festivals which help to bring the school and the community closer. In some cases parents are invited to the school to interact with teachers and pupils to know their problems and help when necessary. Asiedu-Akrofi (1978) said that community participation can only be effective if the community is informed of the school's activities at the right time.

The school authorities must make it their priority to identify the problems and aspirations of the people and to plan activities to suit the people. Asiedu-Akrofi continues to say that Europe and most 'Western' state schools are complementary to the home and the community. He contends further that it is only when community members are impressed by such instructional programs that they become motivated and give their support to champion the cause of education.

The Commonwealth Secretariat (1993) points out that, the school is the main institution for the transmission and acquisition of knowledge, values and skills and thus it might be regarded as the most important asset of any community. The commonwealth secretariat also talks about community groups and organizations, which often have close links with the schools. These are Parent Teacher Associations, School Management Committees, Professional Teacher's Associations, Town Development Committees as well as Religious bodies. These groups contribute to the progress of the school.

Also the idea that the children in the school come from the community makes it abundantly clear why the school and the community must relate if the

needs for education are to be fulfilled. In playing its role, the school must make its programme of activities suit the educands as well as the community. This makes it imperative that the school and the community must relate so that useful information may flow to and fro to allow for a cross fertilization of ideas.

The involvement of the District Assembly, District Director of Education, well meaning educated people, local chiefs as well as private businessmen, as reported by Manu (1997), see themselves as people tasked with the decision making process of the school. The total participation in the school administration somehow empowers the people to suggest various strategies to be adopted to achieve high standard of performance at school and to satisfy certain local needs. A cordial school community relationship is therefore a prerequisite for healthy school and community atmosphere for achieving positive results in the education of the child.

Manu states that, the idea of community participation in education is a reflection of the systems approach to management. The system approach suggests that no department is fully independent of another. No department or society can therefore act independently or make decisions without considering its effect on other departments.

Manu further states that school/community relationship is seen as familiarity with group structures in the areas served by the school. It means there are groups and sub-groups in the areas served by the school and that all these groups in the community have different interests and values as far as the school is concerned. Some of these groups are opinion leaders and consequently represent

power structures in the community. It therefore pays back great dividend for educational authorities and their staff to be aware of these and have to learn to work in cooperation with them, and also through them for influencing people in the school community. An effective school organization thus depends upon thorough knowledge of the community served by the school, i.e. the people, their customs, beliefs, values and what they want to achieve, occupation and how they accept outsiders and other ideas.

All these suggest that school administrative structures recognizes the series of units, within the community, each of which has responsibility attached to it that the operation of the units in relation to one another determines the efficiency of the school system.

Community Participation in Education

Ota (1986) identified three main forms of community financing of education found even in poor setting;

1. Parental contributions in various forms such as PTA development levies and PTA supervised studies fees.
2. Contributions by the whole community most commonly in the form of labour towards maintenance of school infrastructure and construction work in the school.
3. Contributions by voluntary organizations.

From the above, partnership in education has a long history. Although succeeding governments saw themselves as the principal actors, they did not see themselves carrying the burden alone. Widespread perceptions accord an

increasingly prominent place to non-government actors. The role of the state underwent shifts in relatively prosperous societies as well as in less-developed ones. Davies (1973, p. 24) writing on democracy explained that” it is the freedom of the people to air their views freely and each respecting each other’s points of view. People and agencies affected by the decisions should have a voice in making these decisions”.

Davies reiterated that decentralization is the next important guideline. The point to note is that instead of power being exercised by one person, now it is to be shared by all concerned at the grassroots. There should be collaboration, which calls for the need to build and maintain a healthy community by providing the best possible conditions for the growth and development of education for children. What is most needed to achieve these goals, is a spirit of collaboration, “give and take among school people and citizens which leads to shared decision-making, shared authority and wise exchange of professional and community expertise and resource” (Davies, 1978, p.26).

Notwithstanding all the literature reviewed, we cannot do away with the six types of co-operation between families, schools, and other community organizations as given by (Epstein, 1995). These six types of cooperation include:

1. Parenting – Families must provide for the health and safety of children, and maintain a home environment that encourages learning and good behavior in school. Schools should provide training and information to help families understand their children’s development and how to support the changes they undergo.

2. Learning at home – With the guidance and support of teachers, family members can supervise and assist their children at home with home work, assignments and other school-related activities.
3. Communicating – 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. Communication must be two-way, with the teachers paying attention to the concerns and needs of the families. Mankoe, (2000) observed that ‘that act of participation by itself establishes better communication as people mutually discuss and work problems’. He called for mutual trust and faith in the school. Communication should then ‘flow upwards, downwards and laterally’.
4. Volunteering – Parents can make significant contributions to the environment and functions of a school. Schools can get the most out of this process by creating flexible schedules, so more parents can participate, and by working to match the talents and interests of parents to the needs of pupils, teachers, and administrators.
5. Decision-making – Schools can give parents meaningful roles in the school decision-making process, and provide parents with training and information so that they can make the most of those opportunities. This opportunity should be open to all segments of the community, not

just the people who have the most time and energy to spend on school affair.

6. Collaboration with the community – Schools can help families gain access to support services offered by other agencies, such as healthcare, cultural events, tutoring services, and after school programs. They also can help families and community groups provide services to the community, such as assisting with festivals or cultural activities, infrastructure support, communal labour, adult learning or literacy, linkages with other agencies, etc.

Partnerships are important. This is because governments alone cannot do everything by themselves nor can communities provide everything by themselves. Community participation in education therefore implies that the school must be open and that there should be constant involvement of the community in its affairs. Such a system should be characterized with the flow of information from both the school and the community in a distortion free atmosphere. This will enable the community develop a high sense of identity with the school and will want to be influenced by it.

The situation is however different in towns and urban areas. There the projects being undertaken are financed mostly by the District Assemblies, philanthropist and payment of levies by people living in these communities whether they are citizens or not. Anybody who resides in a community to carry out his economic ventures is supposed and compelled to contribute financially or in kind.

In conclusion, education of the community members on the need to help provide school facilities to help education in the communities is very paramount. Again there is the need for information flow between the school and the community for mutual cooperation and co-existence which is geared towards development of the community. If communal spirit prevails in the community, joint effort and with one accord and 'we' feeling, members will come together to provide school buildings, library and workshops for their children. These children would one day help the community in the development of education and the community as a whole.

When government and communities come together, the chances of success are much enhanced. The present study has brought to light activities of various communities in the provision of basic education. This study is being done to determine the level of community participation in the provision of basic education in the New Juaben Municipality as a case study.

CHAPTER THREE

METHODOLOGY

This chapter presents the research techniques used in finding out how the communities in the New Juaben Municipality participate in Basic Education. It focuses on the research design, the population, the sample and sample techniques. It describes the instrument used in data collection and the data analysis plan.

Research Design

The study employed the descriptive survey method through the use of open-ended questionnaire. Gay (1976) recommends that descriptive surveys are concerned with the assessment of attitudes, opinions, demographic information, conditions and procedures. It was in this light that this design was chosen since the problems of community participation in education already exist. The survey was therefore aimed at collecting data to ascertain the area of community participation in education and to help gather the relevant data on the causes of low community participation in education in the New Juaben Municipality. Babbie (1990) confirms that this design is suitable for purposes of making generalizations from a sample to a population so that inferences could be made about some characteristics, attributes or behaviour of the population. There were two sections with section A concentrating on headteachers, teachers and circuit supervisors. The section B sought information from the assemblymen and women, chiefs and

other community members such as School Management Committee (SMC) and Parent Teacher Association (PTA) members.

Apart from the structured questionnaire, observation of events and activities, personal interaction with school personnel and community members also formed a means of obtaining information on the view of some sampled respondents.

Population

All communities in the New Juaben Municipality constitute the target population. However, the accessible population was made up of some selected communities in the municipality which has been used as circuit centres for the schools. There are ten circuits in the municipality. The municipality which was very compact was divided into two – central and outskirt communities for the purpose of this study. The communities include Koforidua central, which comprises Oguaa, Betom, Srodæ and Ada circuits. The outskirt communities in Koforidua are Akwadum, Asokore, Effiduase, Oyoko, Jumapo and Adweso circuits. These communities were selected by virtue of proximity and accessibility to the researcher.

The number of public primary schools in the municipality was 82 with 82 headteachers. Each school had an average of six teachers. There were 10 circuit supervisors. All the public primary schools had SMC and PTA in their schools. There were opinion leaders in all the communities where the schools were situated.

Sample and Sampling Procedure

Data were collected from Koforidua central and outskirts communities which also serve as circuit centres in the New Juaben Municipality. Each circuit has an officer from the education office who takes charge of the schools. There is an approximation of eight primary schools in each circuit. Koforidua central which is a combination of four circuits had more schools, so four schools were selected for the study. Two schools were selected from each of the remaining six communities. In all 16 schools were randomly selected from the list of basic schools and their location in the municipality by picking the fifth school after each count. Eighty respondents were selected from among the headteachers, teachers and circuit supervisors. This number was made up of 16 headteachers, 54 teachers and 10 circuit supervisors from the municipality.

In addition to the above numbers of respondents, 60 respondents were selected from among the SMC, PTA and opinion leaders made up of chiefs, assembly members, religious leaders and some influential elders from Koforidua central and towns where the 16 schools were situated. The heads of all the 16 schools and all the ten circuit supervisors were purposively selected while the 54 teachers were randomly selected from the 16 schools. Eighteen teachers were randomly selected from the Koforidua central schools and the remaining 36 were also randomly selected through the lottery method from the selected schools in the towns to participate in the study.

Twenty SMC members and twenty PTA members were randomly selected from the selected schools in the municipality. In addition twenty opinion leaders

were also randomly selected. In all two categories of respondents were selected for the sample.

Category A

Headteachers	16
Teachers	54
Circuit Supervisors	10
Total:	80

Category B

SMC	20
PTA	20
Opinion Leaders	20
Total:	60

Research Instruments

A three point Likert-type scale ‘agree’, ‘disagree’, and ‘undecided’ with weights 3, 2, and 1 respectively was designed as the basis for the instrument to be used for the study. The likert scale was deemed more appropriate because of the greater rate of responses given by respondents. Furthermore, the depth of feeling of the opinion of the respondents about a particular issue would be known.

Three set of questionnaire made up of open-ended items were used as the instruments for collecting data. One type of the questionnaire was meant for teachers and headteachers. Another set of questionnaire for circuit supervisors. The last set of questionnaire was meant for community members such as the SMC

members, PTA members and opinion leaders such as chiefs, assemblymen, religious leaders and some influential elders in the community.

The questionnaire meant for the headteachers and teachers had one section. It has twenty - nine items which was aimed at eliciting responses from respondents on school community relationship, the roles of communities in the development of the schools and challenges to community participation in the provision of basic education.

The instrument for the circuit supervisors also had one section which comprises twenty-six (26) items eliciting responses on the areas stated by the research questions. The instrument for SMC and PTA members and other opinion leaders had one section with thirty-six (36) items. The entire questionnaires have only one open-ended item for selection as stated above.

Instrument Testing

A pre-testing of research instruments designed for the main study preceded the research. Three schools in the municipality were chosen for the pre-testing. There was the need for such a preliminary study to test the validity and reliability of the instrument. The pre-testing revealed the strengths and weaknesses of some of the items in the draft questionnaire. Consequently, such items were recast. It further gave the researcher insight into the actual task ahead and prepared her mind adequately to face any problem that may crop up during the main research work.

Data Collection Procedure

The questionnaire was administered to the respondents by the researcher herself so as to establish personal contact. The aim and nature of the research was made clear to them. Due to the coverage in the municipality, the Municipal Director of Education collected copies of the questionnaire meant for the circuit supervisors to be given to them. He then took it upon himself to make sure the circuit supervisors submitted their completed questionnaire personally to him. I then had to collect the completed questionnaire from the Municipal Director.

In each school, the headteacher was consulted and briefed on the purpose and nature of the research. The headteachers then took the initiative to give the questionnaire to the teachers. Since the headteachers knew the PTA, SMC other influential members of the community, the headteachers willingly accepted to assist me to distribute the questionnaire to SMC and PTA members who were selected to participate in the study. Retrieving the completed questionnaire from SMC and PTA members was not difficult because of the assistance of the headteachers.

Data Analysis

Descriptive statistical methods were used to analyze the data both quantitatively and qualitatively. Data processing involved coding and tabulation while frequency tables and percentages summed up the views of respondents. The results of the analysis were presented in accordance with the research questions for discussion.

CHAPTER FOUR

RESULTS AND DISCUSSION

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

The data analysis covered three main aspects in accordance with the research questions set for the study: School-community relationship, Community role in school development and Challenges to community participation in basic education, in the municipality. Three sets of questionnaire were used; one for headteachers and teachers, another for circuit supervisors, and the other one for PTA and SMC executives, and other opinion leaders of the communities. The questionnaire for headteachers and teachers had 29 items; circuit supervisors had 26 items while that for SMC and PTA executives and other opinion leaders of the communities had 36 items. The units of analysis of the study were the community and the school. The analysis and discussion of the results were done in four categories as follows:

1. A look at the frequencies (f) and the percentages (%) to indicate the relationship between the schools and the communities;

2. Examination of the frequencies and percentages to determine the role of communities in provision of financial and material support;
3. Examination of frequencies and percentages to bring out the role of the communities in governance;
4. Examination of the frequencies and percentages to determine the challenges to community participation in basic education.

In the tables, the following short forms would be used: “tr” – teacher, “trs” – teachers, “chn” – children, “chn’s” – children’s, “c’ty” – community, “c’ties” – communities, “sch” – school, “schs” – schools, “sch-c’ty” – school-community, “mgt” – management, and “dvt” – development ‘mtgs’ – meetings, ‘gov’t – government, ‘educ’ - education.

Research Question One: How important is basic education to the community?

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

The first aspect of school community relationship the researcher considered was ‘issues pertaining to the schools’. Four items were used to measure this. They are: parents visiting the school often, schools involving

community members in decision making, parents interacting with teachers, and schools discussing issues with communities to find common solutions.

Table 1: Headteachers and Teachers Responses on School-Community Relationship

School	Agree	Disagree	Undecided	Total
Community Relations	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)
Parents visiting the sch often	9 (13)	57 (81)	4 (6)	70(100)
C'ty members in decision-making	62(89)	8 (11)	0 (0)	70 (100)
Parents interacting with teachers	15(21)	49(70)	6 (9)	70(100)
Sch. discussing issues with the c'ty to find solution.	58(83)	8(11)	4(6)	70(100)

From Table 1 it could be seen that on the issue of parents visiting the schools often, the majority of the respondents, representing 57(81%), disagreed while only 9(13%) agreed and 4(6%) undecided. On the issue of community members getting involved in school decision-making the majority of the respondents, representing 62(89%), agreed but 8(11%) disagreed. Concerning the issue of parents interacting with teachers 49 (70%) of respondents disagreed, 15(21%) agreed and 6 (about 9%) were undecided.

Moreover, concerning the issue of schools discussing issues with the community to find common solutions, the majority of respondents, making 58(83%), agreed while 8(11%) disagreed and about 4(6%) were undecided. The above analysis brings to the fore the fact that there was room for improvement with regards to the school-community relationship on issues pertaining to the

schools. Apart from the issues of schools involving communities in decision making and schools discussing issues with communities to find common solutions, the rest of the issues received less attention. Parents hardly visited the schools often. Also, parents hardly interacted with teachers on their children's performance.

School-Community Relationship (Issues Pertaining to Communities)

The other important factor used to examine the school-community relationship was issues pertaining to the communities. This comprised four items as presented in Table 2.

Table 2: Headteachers and Teachers Responses on Community-School Relationship (issues pertaining to the communities)

School	Agree	Disagree	Undecided	Total
<u>Community Relations</u>	<u>Freq. (%)</u>	<u>Freq. (%)</u>	<u>Freq. (%)</u>	<u>Freq.(%)</u>
Trs. taking part in communal labour	5 (7)	60 (86)	5 (7)	70 (100)
Sch. organizing clean-up in c'ty	14 (20)	54 (77)	2 (3)	70 (100)
Sch. organizing tree planting in c'ty	8 (11)	58(83)	4 (6)	70 (100)
<u>Sch. taking part in c'ty programmes</u>	<u>14 (20)</u>	<u>56 (80)</u>	<u>0 (0)</u>	<u>70 (100)</u>

Table 2 shows that issues concerning teachers taking part in communal labour organized in the communities, the majority of the respondents constituting 60(86%) disagreed while 5(7%) agreed but 5(7%) were undecided. Moreover, while 54(77%) of the respondents disagreed to the issue of the school organizing clean-up exercises in the communities, 14(20%) agreed and 2(3%) were undecided. Also, on the issue of schools organizing tree-planting exercises in the communities, 58(83%) of the respondents disagreed whilst 8(11%) agreed and

4(6%) undecided. Further, pertaining to the issue of schools taking part in programmes of the communities, the majority of the respondents, representing 56(80%), disagreed whilst 14(20%) agreed. It is clear from the table that there were much more to be done with regards to reciprocal relations between the schools and the communities. As could be seen above, teachers hardly took part in communal labour organized by the communities. Other things that were not done were; the schools' organizing clean-up exercises in the communities and the schools' organizing tree planting campaigns in the communities.

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

The schools' inability to partake in programmes organized by the communities and the teachers' inability to take part in communal labour organized by the communities were, nevertheless, attributable to the fact that most of the community programmes are normally organized during weekends when students and teachers are not in school. Also most of the teachers, stayed in Koforidua, the regional capital, and commute to and from school every day, hence teachers could not take part in the communal labour organized by the communities.

Research Question Two: Which roles do community members play in the development of the schools?

This question sought to find out the contributions the community members made towards the sustenance and progress of their schools. To get answers to this research question, the researcher looked at 15 items which were further grouped under three categories: provision of financial and material support, school governance, and parents' responsibility to their children. In all, for the purpose of effective data analysis, the data were put into three main categories as stated in chapter three: agreed, disagreed and undecided respectively.

As regards community role in terms of financial and material support, six items were used to measure the communities' role. The results are presented in Table 3.

Table 3: Headteachers and Teachers Responses on Community Provision of Financial and Material Support

Provision of Financial and material support	Agree Freq. (%)	Disagree Freq. (%)	Undecided Freq. (%)	Total Freq. (%)
Accommodation for teachers	58 (83)	8 (11)	4 (6)	70(100)
Payment of levies	62 (89)	8 (11)	0 (0)	70(100)
Donations for school dvt	9 (13)	57 (81)	4(6)	70(100)
P T A initiating sch. projects	57 (81)	9 (13)	4 (6)	70(100)
Fundraising for schools	8 (11)	62 (89)	0(0)	70(100)
Welfare fund for teachers	5 (7)	60 (86)	5(7)	70(100)

Results from Table 3 show that out of a total of 70 respondents, 58(83%) of school staff, agreed that the communities provided accommodation for teachers and 62(89%) respondents also agreed that community members paid levies towards school project. Results further reveal that the majority of respondents being 57(81%) agreed that PTAs initiated school projects.

On the other hand, the majority of respondents constituting 57(81%) disagreed that citizens of the communities made donations towards the development of the schools. Moreover, 62(89%) respondents disagreed that communities organized fundraising ceremonies to generate funds for the schools. Furthermore, as high as 60(86%) teachers disagreed that PTAs had welfare fund for the teachers.

One could infer from Table 3 that the communities played significant roles as far as the provision of financial and material support was concerned. A large percentage of respondents strongly agreed that the communities provided accommodation for the teachers. Issues like the payment of levies towards school projects and P T As initiating school projects all received serious attention from the communities. Thus, the wish by the government and educationist that the communities regard the schools as their own properties and therefore partnering government in the provision of financial and material support had been gaining some grounds in the New Juaben municipality.

Nevertheless, there were areas that still needed serious attention. Areas such as citizens of the communities making donations towards school development, communities holding fundraising ceremonies for the school and P T

As having a welfare fund for teachers were not seriously tackled. This is suggestive of the fact that the communities needed to do more in order to properly develop the schools

Community Role in School Development (School Governance)

The next important factor used to measure community role in school development was involvement in school governance. This comprised five items: requesting for teachers; making suggestions towards school development; SMC assisting in school discipline; SMC checking teacher performance and attendance to school and parents regularly attending P T A meetings. Table 4 presents that result that emerged from the study.

Table 4: Headteachers and Teachers Responses on Community Involvement in School Governance

Involvement in School Governance	Agree Freq. (%)	Disagree Freq. (%)	Undecided Freq. (%)	Total Freq. (%)
Requesting for teachers	62 (89)	8 (11)	0 (0)	70(100)
Making suggestions	49 (70)	15 (21)	6 (9)	70(100)
S M C assisting in sch discipline	58 (83)	8 (11)	4 (6)	70(100)
S M C checking tr. Attendance and performance	57(81)	9(13)	4(6)	70(100)
Parents regularly attending P T A mtgs.	49(70)	16(23)	5(7)	70(100)

Results from Table 4 reveal that most of the respondents 62(89%) agreed that the communities requested for teachers while about 8(11%) showed disagreement. In addition, 49(70%) respondents agreed that the communities

made suggestions towards school development whilst 15(21%) indicated disagreement and 6(9%) undecided.

Further analysis from Table 4 portrays that 58(83%) of the respondents agreed that SMCs assisted in maintaining discipline in the schools with only 8(11%) showing disagreement and 4(6%) were undecided. Moreover, 57(81%) of the respondents agreed that S M Cs checked teachers' performance and attendance to school and 9(13%) disagreed and 4(6%) were undecided. Also, on the issue of parents regularly attending PTA meetings, 49(70%) of the respondents agreed while 16(23%) disagreed and 5(7%) were undecided.

It could be seen from Table 4 that the communities were serious with the availability of teachers in their schools. Other issues that received high attention from the communities were; community members often making suggestions towards the development of the schools, SMCs involvement in school discipline, SMCs checking teacher performance and attendance and parents regularly attending PTA meetings. This implies that the communities in the New Juaben municipality partook in the governance of their schools; thus they were concerned about how well their schools were managed. This confirms the view of Manu (1997) that the quality of education children receive is dependent upon the level of interest and involvement of the community in the management and governance of its schools.

Research Question Three: What are the challenges to community participation in the municipality?

The researcher again looked at challenges to community participation in education. This question sought to find out the factors militating against community participation in education in the municipality. To measure this, the researcher used six items. The results are shown in Table 5.

Table 5: Headteachers and Teachers Responses on Challenges to Community Participation in Education

Challenges in Community Participation	Agree Freq.(%)	Disagree Freq.(%)	Undecided Freq.(%)	Total Freq. (%)
Community members' ignorance of functions of the school	9 (13)	57 (81)	4 (6)	70(100)
Community members not appreciating Objectives of education	8 (11)	58 (83)	4 (6)	70(100)
Community belief that education is the task of government	16 (23)	49 (70)	5 (7)	70(100)
Parental involvement in education undermines teachers' integrity	8 (11)	62 (89)	0 (0)	70(100)
Parents under-estimating their own competence	57 (81)	9 (13)	4 (6)	70(100)
Community not recognizing problems of the school	16 (23)	49 (70)	5 (7)	70(100)

In Table 5, one of the items dealt with was whether community remembers lacked knowledge on the functions of the schools. To this, the majority of the respondents, thus, 57(81%) disagreed whilst 9(13%) agreed and 4(6%) were undecided. Another issue was community members not appreciating the objectives of education. To this too, the majority of respondents, representing 58(83%) disagreed while only 8(11%) agreed and 4(6%) undecided. In addition, 49(70%) of the respondents disagreed that the community believed that education was the task of government whilst 16(23%) agreed and only 5(7%) were undecided. On the issue of whether teachers believed that parental involvement in education undermined their professional integrity, 62(89%) of the respondents disagreed whilst 8(11 %) agreed.

Concerning the issue of whether parents underestimate their own competence in educational matters, majority of respondents, and 57(81%) agreed whilst 9(13%) disagreed and about 4(6%) were undecided. Moreover the results also shows that 49(70%) of the respondents disagreed to the issue that the community failed to recognize the problems of the school. However, 16(23%) of the respondents agreed whilst 5(7%) remained undecided on the same issue.

These results, as seen in the discussion above and could be seen in the table below, reveal that the respondents did not consider most of their responses as challenges to effective community participation in education in the New Juaben municipality. The majority of the respondents indicated their disagreement to most of the issues. These revelations highlight the fact that the communities were aware of what education could do for them and how they should consider

their schools. However, it is clear that most of the parents underestimated their own competence in educational matters.

Important of Basic Education to the Community

Two areas were considered in answering the questions: issues concerning the schools and issues concerning the communities. The results are shown in Table 6.

Table 6: Circuit Supervisors' Responses on School-Community Relationship

	Agree	Disagree	Undecided	Total
School Community Relations	Freq.(%)	Freq. (%)	Freq.(%)	Freq. (%)
Involving c'ty members in decision-making and implementation	9 (90)	1 (10)	0 (0)	10(100)
Parents interacting with teachers on chn.'s performance	1 (10)	8 (80)	1 (10)	10(100)
Schs. Discussing problems with c'ties	9 (90)	1 (10)	0 (0)	10(100)
Involving the c'ties in solving problems	9 (90)	1 (10)	0 (0)	10(100)
Trs. taking part in communal labour	0 (0)	4 (100)	0 (0)	10(100)
Schs. org. clean-up exercises in the c'ties	2(20)	5(80)	0 (0)	10(100)
Schs. org.tree planting in c'ties	2(20)	8(80)	0 (0)	10(100)
Schs. taking part in c'ty programmes	2(20)	8(80)	0(0)	10(100)

The next important aspect the study looked at was school-community relationship with issues pertaining to the school. Results from Table 6 show that the majority of the respondents, representing a total of 8(80%) disagreed that parents interacted with teachers on their children's performance whereas 1(10%) agreed and 1(10%) was undecided. On the contrary, whilst 9(90%) agreed that the schools involved the communities in decision-making and implementation, 1(10%) disagreed. The same frequencies and percentages were recorded under the issues of schools discussing problems with the communities and schools involving the communities in solving problems respectively.

It is, therefore, obvious from the table and the discussion above that on the issues pertaining to the schools, the relationship between the schools and the communities could be considered as good. However, it is evident from the table that parents hardly interacted with teachers on their wards' performance.

School-Community Relationship (Issues Concerning Communities)

In contrast to the results on issues concerning the schools, and on issues concerning the communities, the majority of respondents, 10(100%) representing a high percentage disagreed that teachers took part in communal labour organized by the communities. Other areas that the majority of respondents disagreed to were, schools' organizing clean-up exercises in the communities, schools' organizing tree planting exercises, and schools' taking part in community programmes with a total of 8 (80%) disagreeing. This implies that, on issues concerning the communities, the relationship was not as it was on the issues pertaining to the schools.

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

Which Roles do Community Members Play in the Development of the Schools?

There were three areas that were considered in answering this question. They were: community provision of material and financial support, community involvement in school governance and parents' responsibility to their children. The results are shown in Table 7.

Table 7: Circuit Supervisors' Responses on Community Role in the Provision of Financial and Material Support

Provision of Financial and material support	Agree Freq. (%)	Disagree Freq. (%)	Undecided Freq. (%)	Total Freq. (%)
Accommodation for trs.	8 (80)	2 (20)	0 (0)	10(100)
Payment of levies	3 (30)	7(70)	0 (0)	10(100)
Donations towards school development	9 (90)	1 (10)	0 (0)	10(100)
PTAs initiating d'vt projects	10 (100)	0 (0)	0 (0)	10(100)
C'ty fundraising for schools	3 (30)	7 (70)	0 (0)	10(100)

Results from Table 7 reveal that out of the total of 10 circuit supervisors, 8 (80%) agreed that the communities provided accommodation for the teachers. Further analysis revealed that 9(90%) agree that the communities paid levies

towards the development of the schools. All the 10 (100%) agreed that the PTAs initiated school development projects. On the other hand, the majority of the respondents 8(80%), disagreed to the item that PTAs had welfare fund for teachers. Also, 7 (70%) of the respondents disagreed to the proposition that citizens of the communities made donations towards the development of the schools and 7(70%) also disagreed that communities organised fundraising ceremonies for the schools.

The discussion in Table 7 portrays that the communities performed certain roles as far as the provision of financial and material support for the schools was concerned. Roles like the provision of accommodation for the teachers, payment of levies towards school projects as well as PTAs initiating school development projects were all performed by the communities. Jones and Stout, (1960), states that the school needs both financial and material resources from the community for its policies and programmes. This view is demonstrated by the findings in Table 7.

On the other hand, the citizens of the communities did not make donations towards the development of the schools, neither did they sourced for funds for the schools through fundraising activities. The inability of the citizens to donate items for the development of the schools could be attributed to the fact that most of the community members do not stay in the community or are struggling to meet the basic needs of their families. The next issue was community involvement in school governance. The results are presented Table 8.

Table 8: Circuit Supervisors’ Responses on Community Involvement in School Governance

Involvement in School Governance	Agree Freq. (%)	Disagree Freq. (%)	Undecided Freq.(%)	Total Freq. (%)
Communities request for teachers	10 (100)	0 (0)	0 (0)	10(100)
Parents making suggestions towards Sch. dv’t.	8 (80)	2 (20)	0 (0)	10(100)
SMCs reporting the absenteeism of some teachers to the office	7(70)	2 (20)	1 (10)	10(100)
SMCs complaining to the office about non-performing teachers	8 (80)	1 (10)	1 (10)	10(100)
SMC assisting in sch. discipline	8 (80)	1 (10)	1 (10)	10(100)

The scores as displayed in Table 8 demonstrate that all respondents 10(100%) agreed to the issue that communities requested for teachers for the schools. Furthermore, 8(80%) of the respondents agreed to the item that stated that the parents made suggestions towards the development of the schools while 2(20%) disagreed. Concerning SMCs’ reporting teachers who were often absent from the schools, 7(70%) agreed while 2(20%) disagreed and another 1(10%) were undecided. Another issue was whether SMCs complained to the office about non-performing teachers. To this, 8(80%) agreed while 1(10%) disagreed and 1(10%) was undecided. On the issue of SMC involvement in school discipline, 7(70%) agreed to the issue while 1(10%) disagreed and another 1(10%) were undecided.

One could deduce, therefore, from the above that communities in the New Juaben municipality involved themselves in activities pertaining to school governance. They were requesting for teachers for the schools, they made suggestions towards the development of the schools, the SMCs checked teacher performance and attendance and they were involved in maintaining school discipline. This supports the findings of Epstein (1995) that community participation can contribute to education delivery when we consider the six types of co-operation between families, schools, and other community organizations. This brings to fore the fact that school-community organizations like the PTAs and the SMCs served as channels through which community members reached out to the schools.

Table 9: Circuit Supervisors’ Responses on Challenges to Community Participation in Education

Challenges in Community Participation	Agree Freq.(%)	Disagree Freq.(%)	Undecided Freq.(%)	Total Freq. (%)
C’ty members’ ignorant of the functions of the schs.	2 (20)	8 (80)	0 (0)	10(100)
C’ty members do not appreciate objectives of education	2 (20)	7 (70)	1 (10)	10(100)
C’ty members belief that education provision is the task of govt.	3 (30)	7 (70)	0 (0)	10(100)
C’ty participation as affront to trs’ integrity.	3 (30)	7 (70)	0 (0)	10(100)

It could be seen from Table 9 that the majority of respondents, constituting 8(80%), disagreed to the issue that community members were ignorant about the

functions of education while 2(20%) agreed. Moreover, the same frequencies and percentages were recorded on the issue of community members not appreciating the objectives of education 7(70%), disagreed 2(20%) agreed and 1(10%) undecided. On the issue of whether the community members believed that the provision of education was the task of government, 7(70%) of the respondents disagreed whereas 3 (about 30%) agreed. The other item was whether the teachers regarded community participation in education as an affront to their professional integrity. To this issue, 7(70%) of the respondents disagreed while 3(30%) agreed. What this means is that the above issues were not considered challenges as stipulated by (Atta- Mills, 2009). This also confirms the results of the teachers and heads.

Table 10: Community Members’ Responses on Issues Concerning the School

School Community Relations	Agree Freq. (%)	Disagree Freq. (%)	Undecided Freq. (%)	Total Freq. (%)
Community members being involved in sch. decision-making	44(73)	10(17)	6(10)	60(100)
Parents interacting with trs. on their chn.’s performance	18(30)	42(70)	0(0)	60(100)
Sch. discussing issues with cm’ty to Find common solutions	48(80)	12(20)	0(0)	60(100)
Parents visiting the Schools often	8(13)	52(87)	0(0)	60(100)

From Table 10, it could be seen that on the issue of community involvement in decision making most of the respondents, constituting 44(73%),

agreed whereas 10(17%) disagreed and 6(10%) undecided. Concerning the issue of parents interacting with teachers on their wards' performance, 18(30%) agreed while the majority, constituting 42(70%) disagreed. On the other hand, as high as 48(80%) of the respondents agreed that the schools discussed issues with the communities to find common solutions while 12(20%) disagreed. On the issue of parents visiting schools often, 52(87%), disagreed whereas 8(13%) agreed.

It is evident from Table 10 and the discussion above that there were certain areas that the relationship between the schools and the communities could be described as good. These areas include the schools' involving the communities in decision-making and the schools discussing problems with the communities to find common solutions. This encouraging revelation could be attributed to the fact that the schools discussed problems and took decisions with community members through school-community organisations like the PTA and SMC. This, in the words of Asiedu-Akrofi (1978), could make community members identify themselves with the schools and like to be influenced by them.

Nevertheless, there were areas that needed improvement. It was clear that parents rarely visited the schools and they hardly interacted with teachers on their children's performance. Table 11 presents the results that emerged from the study.

Table 11: Community Members' Responses on Issues Concerning the Communities

Total	Agree	Disagree	Undecided
School Community Relations	Freq.(%)	Freq.(%)	Freq. (%)
Teachers taking part in communal labour org. by the community	6 (10)	54 (90)	0 (0) 60(100)
School organizing clean-up in community	12 (20)	46 (77)	2 (3) 60(100)
Sch. organizing tree-planting in the community	12 (20)	46 (77)	2(3) 60(100)
Sch. taking part in community programmes	10 (17)	50 (83)	0(0) 60(100)

Table 11 shows that 54(90%) of the respondents disagreed to the issue of whether teachers took part in communal labour organized in the communities while 6(10%) agreed, and none undecided. Similarly, to the issue of whether the schools organized clean-up exercises in the communities, 46(77%) of the respondents disagreed, 12(20%) agreed and 2(3%) were undecided. Furthermore, on the issue of whether the schools organized tree-planting campaigns in the communities, the majority of the respondents, representing as high as 46(77%), disagreed while 12(20%) agreed and 2(3%) undecided. Similar results were recorded on the issue of schools taking part in programmes organized by the

communities. To this, 50(83%) of the respondents disagreed while 10(17%) agreed and none undecided.

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

Three areas were considered in answering this question. These are: provision of financial and material support and community involvement in school governance. In all, ten items were used to elicit responses from respondents on this question; six were on the provision of financial and material support and four on community involvement in school governance. Table 12 presents the results that emerged from the study.

Table 12: Community Members’ Responses on Provision of Financial and Material Support

Provision of Financial And Material Support	Agree Freq. (%)	Disagree Freq. (%)	Undecided Freq. (%)	Total Freq. (%)
Accommodation for teachers	49 (82)	8 (13)	3 (5)	60(100)
Levies for sch. development	44(73)	10 (17)	6 (10)	60(100)
Donations towards sch. projects	2 (20)	44 (73)	4 (7)	60(100)
PTAs’ initiation of projects	50 (83)	6 (10)	4 (7)	60(100)
PTA having welfare fund for teachers	10 (17)	44 (73)	6(10)	60(100)
Fundraising for school	12 (20)	42 (70)	6 (10)	60(100)

Table 12 shows that 49(82%) of the respondents agree that the communities provided accommodation for the teachers while 8(13%) disagreed and 3(5%) undecided. Also, concerning the issue of community members paying levies for school development, 44(73%) of the respondents agree whilst 10(17%) indicated disagreement and 6(10%) undecided. In addition, 44(73%) of the respondents indicated disagreement on the issue of citizens of the communities making donations towards school project while 12(20%) agreed and only 4(7%) were undecided.

On the issue of PTA initiating projects, the majority of the respondents, representing 50(83%) agreed while 6(10%) disagreed with only 4(7%) being undecided. On the other hand, the majority of the respondents, 44(73%) disagreed to issue of whether the PTAs had welfare fund for teachers while 10(17%) agreed and 6(10%) were undecided. Moreover, concerning communities' holding fundraising ceremonies for schools, 42(70%) of the respondents disagreed and 12(20%) agreed while 6(10%) were undecided.

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

It is however clear, from the table that, the responses from headteachers and teachers that, PTAs had no welfare fund to support teachers, communities

had not been organizing fundraising activities for the schools, and also citizens of the communities were hardly making donations towards school development is true. The results are shown in Table 13.

Table 13: Community Members’ Responses on Role in School Governance

Involvement in	Agree	Disagree	Undecided	Total
School Governance	Freq. (%)	Freq. (%)	Freq.(%)	Freq. (%)
Community requisition for teachers	48 (80)	12 (20)	0 (0)	60(100)
Community members making suggestions towards school development	50 (83)	6 (10)	4 (7)	60(100)
SMC involvement in student discipline	48 (80)	8 (13)	4 (7)	60(100)
SMC checking tr. attendance and performance	49(82)	8(13)	3 (5)	60(100)

It could be seen from Table 13 that most of the respondents, 48(80%), agreed that communities requested for teachers for their schools, while 12(20%) disagreed. Concerning the issue of community members making suggestions towards school development, the majority of the respondents, 50(83%), agreed. On the contrary 6(10%) disagreed and (7%) undecided.

Further analysis revealed that 48 (about 80%) of respondents agreed that SMCs assisted the schools’ authorities in maintaining student discipline while 8(13%) disagreed and 4(7%) were undecided. Moreover, concerning SMCs’ monitoring of teacher attendance and performance, the majority of the respondents, 49(82%), agreed while 8(13%) disagreed and 3(5%) undecided.

Results from Table 13 indicate that the communities were highly responsible to their schools. Apart from the issue of community members making useful suggestions towards school development, issues like community requesting for teachers, SMC involvement in school discipline received high attention from the communities. All these were suggestive of the community members' willingness to work towards the growth of the schools and, for that matter the improvement of education in their various localities.

The third important issue the researcher looked at in this study is the challenges to community participation in education in the district. Twelve items were used in measuring this. The results that emerged from the study are presented in Table 14.

Table 14: Community Members' Responses on Challenges to Community Participation

Challenges in <u>Community Participation</u>	Agree Freq.(%)	Disagree Freq.(%)	Undecided Freq.(%)	Total Freq. (%)
Dangerous school building	10 (17)	44(73)	6(10)	60(100)
Unsafe water in school	13 (22)	47 (78)	0 (0)	60(100)
Unavailability of teaching and learning material	6(10)	50 (83)	4 (7)	60(100)
Inadequate teachers	12 (20)	46 (77)	2 (3)	60(100)
Unavailability of water on school premises	14 (23)	40 (67)	6 (10)	60(100)
Too long a time to benefit from education	12 (20)	46(77)	2(3)	60(100)

Table 14 cont'd

Children help parents work				
rather than go to school	16 (27)	38 (63)	6 (10)	60(100)
School not providing what is expected	8(13)	46 (77)	6 (10)	60(100)
Education provision is the task of				
Government	6(10)	50 (83)	4 (7)	60(100)
Parents' level of education make them				
Feel uncomfortable relating to teachers	40(67)	18 (30)	2 (3)	60(100)
Teachers' dislike for				
Community involvement	12 (20)	48 (80)	0 (0)	60(100)
Parents underestimate their				
own competence	50(83)	10 (17)	0 (0)	60(100)

The questionnaire under this aspect for the community members was to find out whether they influenced their decision not to send their wards to the schools in their communities. Results from Table 14 reveal that the respondents disagreed to all the factors. On the issue of dangerous school buildings, 44(73%) of the respondents disagreed while 10(17%) agreed and 6(10%) were undecided. Moreover, whereas 47(78%) of the respondents disagreed to the issue of unsafe water at the school premises, 13(22%) agreed. Similarly, whereas 50(83%) of the respondents disagreed to the issue of unavailability of teaching and learning materials, 6(10%) agreed and 4(7%) were undecided. Another issue was inadequate number of teachers. To this, 46 a77%) of the respondents disagreed while 12(20%) agreed and 2(3%) were undecided.

On the issue of lack of water on the school premises, 40(67%) of the respondents disagreed while 14(23%) agreed and 6(10%) undecided. Further analysis revealed that to the issue of whether, it takes too long a time to benefit from education, 46(77%) disagreed, 12 a20%) agreed and 2(3%) were undecided. As regards the issue of whether parents preferred their children helping them with their work to their children going to school, the majority of the respondents, constituting 38(63%) disagreed whereas 16(27%) agreed and 6(10%) undecided.

Concerning the issue of whether the school was not providing what was expected, 46(77%) of the respondents disagreed while 8(13%) agreed and 6(10%) were undecided. Another item considered was whether the respondents believed that educational provision was the task of government. And to this issue, 50(83%), representing the majority of the respondents, disagreed, while 6(10%) agreed and 4(7%) undecided.

However, concerning whether parents' level of education made them feel uncomfortable talking to teachers, 40(67%) of the respondents agreed while 18(30%) disagreed and 2(3%) were undecided. As high as 50 (83%) of the respondents agreed that parents underestimated their own competence in educational issues while 1(17%) disagreed. In another instance, on teachers not interested in community involvement in education 48(80%) of the respondents disagreed while 12(20%) agreed.

The last issue looked at under challenges to the community participation was whether parents underestimated their own competence in educational issues, 50(83%) of the respondents agreed while 10(17%) disagreed. It could be seen

from Table 15 that the majority of the challenges were not considered hindrances to community participation in education in the New Juaben municipality. This stresses the position of Bannerman Mensah (2009) that quality education at the basic level could only be achieved when communities get involved in the education process of their children.

However, it is clear that parents' level of education made them feel uncomfortable talking to teachers. Furthermore, parents lacked confidence in themselves with regard to educational issues. These revelations could explain why parent hardly visited the schools and also hardly interacted with teachers on their children's performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter looks at the summary, the major findings and conclusions that emerged from the study. It also provided recommendations for practice and areas for further research.

Summary of the Study

The issue of community participation in the provision of basic education has received attention over the years. Communities in Ghana do participate in a number of social and economic activities for the development of the communities. Educational administrators, policy makers and other interested bodies have realized that for effective educational provision and development to be achieved, there is the need to bring on board all the stakeholders; and the community is one of them. According to Asiedu-Akrofi (1978), education becomes meaningless unless it takes into consideration the interest and participation of the people of the community in which the school is situated.

Successive governments of Ghana since independence have recognized the important roles that communities can play in the provision of education to the people of this country. In brief, it has been seen that there is a relationship between success of education and community involvement in education especially at the basic level and especially in these days that governments have become

handicapped in their ability to provide all the needed support that the schools deserve.

This study sought to find out how the communities in the New Juaben municipality involved themselves in educational provision and development. The instrument used was the questionnaire and it was pilot tested in the New Juaben municipality, Koforidua using three primary schools and their communities and five circuit supervisors at the municipal directorate of education. Three sets of questionnaires were used for the pretest and the main study, one for headteachers and teachers, the other for circuit supervisors and another for SMC and PTA executives and other opinion leaders of the communities.

In all sixteen schools and their communities were selected with a total of 70 head-teachers and teachers as well as 60 community members. All the communities were accessible to the researcher because of the compact area of the municipality. Additionally, 10 Circuits supervisors were used. The overall total data producing sample was therefore, 140 respondents. Simple percentages and frequencies were used to come out with the results.

Key Findings

The following key findings emerged from the study:

1. The study revealed that communities were involved by the schools in decision making and implementation. The school also discussed problems with communities to find common solutions.
2. Parents did not feel comfortable talking with teachers. Parents did not visit the schools to discuss their children's performance with teachers.

Teachers and schools were also found out to be non-cooperative with the community. Apart from taking part in PTA meetings through which they offered suggestions, parents hardly visited the school.

3. Again, communities in the New Juaben municipality provide some financial and material support to their schools. They provide accommodation for teacher's and paid levies towards school projects. Also, the PTAs initiated school projects. However, community members did not make donations for school development neither did communities organize fund raising activities for the schools. On community involvement in school governance, it was evident that the communities partook in getting teachers for the schools as well as in school discipline. SMCs were also checking teacher attendance and performance. The people in the communities attended PTA meetings regularly.
4. With the issue of challenges to community participation in the provision of basic education, the results showed that there were no major challenges to education in the municipality. Nevertheless, it was found out that some parents' low level of education made them feel uncomfortable relating to the teachers. Also parents did not believe in their own competence.
5. Finally, there should be a free flow of information between the schools and the communities. School-community leaders such as PTA and SMC executives should be given some training in school management and SMCs should be supported financially by government to enable them function more effectively.

Conclusions

Based on the findings of the study, it can be concluded that community participation is critical to the provision of basic education in the new Juaben Municipality. It can also be concluded that the kind of relationship between the schools and the communities good and cooperative for the provision of basic education in the municipality. Communities in the municipality provided the schools with some financial and material support and partook in some aspects of school governance through SMCs and PTAs activities.

However, there was more to be done to ensure effective community participation in the provision of basic education. Communities did not do well in the performance of their roles towards development of the schools. Moreover, the schools and the teachers did not fully share in the social life of the communities. In short, both schools and communities did not fully understand what community participation in the provision of basic education entails.

Recommendations

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

1. The PTAs and other stakeholders in basic education in the New Juaben Municipality should be encouraged to visit the schools constantly so as to offer suggestions to the school authorities. This will strengthened the relationships between the school community and the other stakeholders for the benefit of all.

2. It is also recommended those opinion leaders and other interest groups in the Municipality should be encouraged to support the schools with financially or teaching and learning resources. When this form of support is accessible to the schools, it would go a long way to enhance teaching and learning in the basic schools in the Municipal.
3. It is further recommended that conscious efforts must be made to enhance smooth flow of relevant information among staff and other stakeholders of basic education in the Municipality. This can be achieved through the use of circular, durbars and newsletters containing issues that borders on the development of basic education in the New Juaben Municipality.
4. The Municipal directorate of education should constantly assess the relationship between the schools and the communities under its jurisdiction. This will help identify problems affecting the school-community relationship and take the necessary remedial actions to improve teaching and learning in the Municipality.
5. The municipal directorate of education should encourage all basic schools to participate in some activities of their respective communities. In the same way, basic schools in the Municipality should organize open-days to invite to chiefs, parents and people in the communities. This would help communities to easily identify with the schools.

Areas for Further Research

It recommended that further studies should investigate issues relating headteachers leadership styles and how it influences support for school activities.

Other studies can also focused on differences in community support for urban and rural basic schools in the Juaben Municipality. Finally, I also recommend another research into the parental support for private and public basic schools in the Municipality.

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APPENDIX A

Questionnaire for Headteachers and Teachers

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

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

PART I: School-Community Relationship

	Agree	Disagree	Undecided
1. Parents visit the school often	3	2	1
2. The school involves community members in decision making and implementation	3	2	1
3. Parents interact with teachers on their children's performance	3	2	1

	Agree	Disagree	Undecided
4. The school discusses with community members issues affecting the school and find common solutions	3	2	1
5. Teachers take part in communal labour organized by the community	3	2	1
6. The school organizes clean up exercises in the Community	3	2	1

- | | | | |
|--|---|---|---|
| 7. The school organizes tree planting exercise in the community | 3 | 2 | 1 |
| 8. The school takes active part in programmes organized By the community | 3 | 2 | 1 |

PART II: Community Role in School Development

- | | | | |
|--|---|---|---|
| 9. The community provides accommodation for teachers | 3 | 2 | 1 |
| 10. The community pays levies towards school projects | 3 | 2 | 1 |
| 11. The citizens of the community make donations towards school development | 3 | 2 | 1 |
| 12. The Parents Teacher Association (P.T.A.) initiates school development projects | 3 | 2 | 1 |
| 13. The community holds fundraising ceremonies for the School | 3 | 2 | 1 |
| 14. The PTA has welfare fund for teachers | 3 | 2 | 1 |
| 15. The community requests for teachers for the school | 3 | 2 | 1 |

Agree	Disagree	Undecided
--------------	-----------------	------------------

- | | | | |
|--|---|---|---|
| 16. Community members make suggestions towards the development of the school | 3 | 2 | 1 |
| 17. The School Management Committee assists the school administration to enforce discipline in the school. | 3 | 2 | 1 |
| 18. School Management Committee (SMC) checks teacher attendance/performance. | 3 | 2 | 1 |
| 19. Parents regularly partake in PTA meetings | 3 | 2 | 1 |

PART III: Challenges to community participation in Basic Education

20. The community members are ignorant about the functions of the school	3	2	1
21. The community members do not appreciate the overall objectives of education	3	2	1
22. The community believes that education is essentially the task of government	3	2	1
23. Parental involvement in education undermines my professional integrity	3	2	1
24. Parents underestimate their own competence	3	2	1
25. Community members fail to recognize the problems of the school	3	2	1

APPENDIX B

Questionnaire for Circuit Supervisors

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

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

PART I: School-Community Relationship

Agree	Disagree	Undecided
3	2	1

1. The school usually involve community members in

Agree	Disagree	Undecided
3	2	1

decision making and implementation

2. Parents interact with teachers on their children's performance

3	2	1
---	---	---

3. The school discuss their problems with the communities

3	2	1
---	---	---

4. Schools involve communities in solving problems of the schools

3	2	1
---	---	---

5. Teachers take part in communal labour organized by

the communities.	3	2	1
6. The school organizes clean up exercises in the Communities	3	2	1
7. The school organizes tree planting exercise in the communities	3	2	1
8. The schools take active part in programmes organized by the communities	3	2	1

PART II: Community Role in School Development

	Agree	Disagree	Undecided
9. The community provides accommodation for teachers	3	2	1
10. The community pays levies towards school projects	3	2	1
11. The citizens of the community make donations towards school development	3	2	1
12. The Parents Teacher Association (P.T.A.) initiates school development projects	3	2	1
13. The community holds fundraising ceremonies for the School	3	2	1
14. The community requests for teachers for the school	3	2	1
15. Community members make suggestions			

towards the development of the school	3	2	1
16. SMC's report the office about the absenteeism of some Teachers	3	2	1
17. SMC's complain to the office about non-performing Teachers	3	2	1
18. The School Management Committee assists the school administration to enforce discipline in the school	3	2	1

PART III: Challenges to community participation in Basic Education

	Agree	Disagree	Undecided
19. The community members are ignorant about the functions of the schools	3	2	1
20. The community members do not appreciate the objectives of education	3	2	1
21. The communities believe that education is essentially the task of government	3	2	1
22. Teachers regard parental involvement in educational management as an affront to their professional integrity	3	2	1

APPENDIX C

Questionnaire for Parents, SMC

And Selected Members in the Community

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

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

PART I: School-Community Relationship

Agree	Disagree	Undecided
--------------	-----------------	------------------

1. The school usually involve community members in decision making and implementation

3 2 1

Agree	Disagree	Undecided
--------------	-----------------	------------------

2. Parents interact with teachers on their children's performance

3 2 1

3. The school discusses with community members issues affecting the school and find common solutions

3 2 1

4. Parents visit the school often	3	2	1
5. Teachers take part in communal labour organized by the community	3	2	1
6. The school organizes clean-up exercise in the community	3	2	1
7. The school organizes tree planting exercise in the community	3	2	1
8. The school takes part in programmes organized by the community	3	2	1

PART II: Community Role in School Development

	Agree	Disagree	Undecided
9. The community provides accommodation for teachers	3	2	1
10. The community pays levies towards school projects	3	2	1
11. The citizens of the community make donations towards school development	3	2	1
12. The PTA initiates school development projects	3	2	1
13. The PTA has welfare fund for teachers	3	2	1
14. The communities hold fundraising ceremonies for the school	3	2	1
15. The community requests for teachers for the school	3	2	1
16. Community members make suggestions towards school development	3	2	1
17. The SMC assists the school administration to enforce discipline in the school	3	2	1
18. SMC checks teacher attendance/performance	3	2	1

PART III: Challenges to community participation in Basic Education

Agree	Disagree	Undecided
--------------	-----------------	------------------

Community members do not send their children to school because of the following:

- | | | | |
|--|---|---|---|
| 25. School buildings are dangerous | 3 | 2 | 1 |
| 26. Water on school premise
is not safe | 3 | 2 | 1 |
| 27. Teaching and learning materials are not
available in the school | 3 | 2 | 1 |
| 28. There are very few teachers in the school | 3 | 2 | 1 |
| 29. There is no water on school premises | 3 | 2 | 1 |
| 30. It takes too long a time to benefit from education | 3 | 2 | 1 |
| 31. Parents prefer children helping them with their work rather
than go to school | 3 | 2 | 1 |
| 32. | | | |

Agree	Disagree	Undecided
--------------	-----------------	------------------

The school is not providing what I expect from education	3	2	1
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33. Provision of education is essentially the task of government	3	2	1
34. Parent's level of education makes them feel uncomfortable talking to teachers	3	2	1
35. Teachers are not interested in community involvement in school affairs	3	2	1
36. Parents underestimate their own competence in educational issues	3	2	1