

UNIVERSITY OF CAPECOAST

THE PARTICIPATION OF SCHOOL MANAGEMENT COMMITTEE
AND PARENTS TEACHER ASSOCIATION IN THE ADMINISTRATION
OF BASIC SCHOOLS IN OBUASI MUNICIPALITY

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OF BASIC SCHOOLS IN OBUASI MUNICIPALITY

BY

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

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DECLARATION

Candidates' 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: Jean-Pierre Sacramento

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 of Supervisor: Mr. S. K. Atakpa

ABSTRACT

The study was conducted to find out whether the School Management Committee (SMC) or Parent Teacher Association participated in basic school administration to improve education. The study was carried out in the basic schools of the Obuasi Municipality in the Ashanti Region of Ghana.

The respondents who were community members, SMC members, PTA members teachers, head teachers, and parents were randomly sampled for the research. In all, the researcher visited 100 schools to administer the questionnaire with the help of head teachers and teachers. Distribution of sample for the study included 250 teachers and 50 parents, making a total of 300 respondents. Prepared questionnaire for collection of data from respondents consisted of closed-ended items. The questionnaire was pilot-tested in four basic schools because of proximity and also due to similar characteristics of the schools to those selected for the study. The pilot-test assisted in removing ambiguities from the questionnaire. The responses were analyzed using frequencies and percentages.

The findings of the study show that the SMC and the PTA participated in the administration of basic schools in Obuasi Municipality by taking part in decision-making, providing school furniture and repairing broken down ones. Community members were active in school programmes by providing furniture and attending PTA and SMC meetings.

Among the recommendations made were that the PTA should regularly visit the school to monitor children's performance. The parent should help teachers by providing them with accommodation. The SMC

should resolve problems of teachers and pupils in order to support the school to progress academically.

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DEDICATION

To my lovely wife Mrs. Cynthia Sacramento and my son Jean-
Marcellin Sacramento.

TABLE OF CONTENTS

| | Page |
|--|------|
| DECLARATION | ii |
| ABSTRACT | iii |
| ACKNOWLEDGEMENTS | iv |
| DEDICATION | v |
| LIST OF TABLES | xi |
| LIST OF FIGURE | xiv |
| CHAPTER | |
| ONE INTRODUCTION | 1 |
| Background of the Study | 1 |
| Statement of the Problem | 4 |
| Purpose of the Study | 5 |
| Research Questions | 5 |
| Significance of the Study | 6 |
| Delimitation of the Study | 7 |
| Definition of Terms | 7 |
| Organization of the Rest of the Study | 7 |
| TWO REVIEW OF RELATED LITERATURE | 9 |
| The Concept of Administration | 9 |
| Administrative Duties of the Headmaster/Headmistress | 11 |
| The School as an Organization | 18 |

| | |
|--|----|
| Students' Participation in School Administration | 20 |
| The School Management Committee Participation in School Administration | 21 |
| The Parent Teacher Association Participation in School Administration | 22 |
| School Management Committee (SMC) | 24 |
| Parent Teacher Association (PTA) | 27 |
| Parents Interaction with School Teachers | 29 |
| THREE METHODOLOGY | 32 |
| Research Design | 32 |
| Population | 33 |
| Sample and Sampling Procedure | 34 |
| Research Instrument | 34 |
| Pilot-Testing of Instrument | 35 |
| Data Collection Procedure | 36 |
| Data Analysis Procedure | 37 |
| FOUR RESULTS AND DISCUSSION | 38 |
| Gender of Respondents | 38 |
| Highest Academic Qualification of Respondents | 39 |
| Highest Professional Status of Respondents | 40 |
| The Age of Respondents | 41 |
| Position of Employment | 42 |
| School Management Committee (SMC) Executive | 43 |
| Aims and Objectives of Parents Teacher Association (PTA) | 44 |
| Generation of Community support by Parent Teacher | |

| | |
|---|----|
| Association (PTA) | 45 |
| Provision of Toilets, Urinals and Playground for the school by the PTA | 46 |
| Parent teacher Association (PTA) Increases Pupils' Enrolment | 47 |
| Repair of School Furniture by Parent Teacher Association (PTA) | 48 |
| Whether Community Members Provide Financial Resources for School Projects | 48 |
| Parents' Response to Parent Teacher Association (PTA) Levies | 49 |
| Enrolment of Children in School By Parents | 50 |
| Parents' Provision of Supplies (Books, Uniforms, Pens Etc) | 51 |
| Parents Regular Visit to School | 52 |
| School Management Committee (SMC) Makes Parent Feel the School Belongs to Them | 53 |
| School Management Committee (SMC) Solves Problems of Pupils | 54 |
| School Management Committee (SMC) Solves Problems of Teachers | 55 |
| School Management Committee (SMC) Future Plans for School Development | 56 |
| School Management Committee (SMC) Supervision of Teacher Attendance | 57 |
| School Management Committee (SMC) Representative Includes Women | 58 |
| School Management Committee (SMC) Ensures the School Premises are in Structurally Good State | 59 |

| | |
|--|----|
| Parent - Teacher Association (PTA) Helps in Administration of the School | 60 |
| Parent - Teacher Association (PTA) Encourages Cooperation between Parents and Teachers | 61 |
| Parent - Teacher Association (PTA) Promotes the Welfare of the Children | 62 |
| Parent - Teacher Association (PTA) Promotes the Welfare of the School | 63 |
| Parent - Teacher Association (PTA) Organizes Appeal for Funds for School Projects | 64 |
| Parent Teacher Association (PTA) Supervision of Teacher Attendance | 65 |
| Community Members Active in School Issues | 66 |
| Women Included In Parent Teacher Association (PTA) Representatives | 67 |
| Parent - Teacher Association (PTA) Visits School Regularly to Monitor Children's Performance | 68 |
| Parents Support Teachers by Providing Accommodation | 69 |
| Parent's Provision of School Needs (Fees, Uniforms, Books, Pencils, etc) | 70 |
| Parents' Request for Improvement in Teaching and Learning | 71 |
| Parents Performance of Their Roles | 72 |
| Community Willingness to Commit Resources to Education Projects | 73 |
| Attendance of Parent Teacher Association Meetings | 74 |

| | |
|--|----|
| Interest in Parent Teacher Association (PTA) Meetings | 75 |
| Attendance of Meetings by Parent-Teacher Association (PTA) | |
| Executive Members | 76 |
| Women's Participation in School Related Meetings | 77 |
| FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS | |
| Overview of the Study | 79 |
| Main Findings of the Study | 80 |
| Conclusions | 83 |
| Recommendations | 83 |
| Suggestion for Further Studies | 86 |
| REFERENCES | 87 |
| APPENDIX | 90 |
| A Questionnaire for Teachers and Parents of Schools | 91 |

LIST OF TABLES

| Table | Page |
|---|------|
| 1 Distribution of Population at Various Levels in Public School | 33 |
| 2 Distribution of Respondents by Gender | 39 |
| 3 Distribution of Respondents by Highest Academic Qualification | 39 |
| 4 Highest Professional Status of Respondents | 40 |
| 5 Distribution of Respondents by Age | 41 |
| 6 Position of Employment | 42 |
| 7 Distribution of SMC Executive Members | 43 |
| 8 Whether Respondents Know the Aims and Objectives of Parent Teacher Association (PTA) | 44 |
| 9 Generation of Community support by Parent Teacher Association (PTA) | 45 |
| 10 Provision of Toilets, Urinals and Playground by the PTA | 46 |
| 11 Parent teacher Association (PTA) Increases Pupils' Enrolment | 47 |
| 12 Repair of school Furniture by Parent Teacher Association (PTA) | 48 |
| 13 Community Members' Provision of Financial Resources for School Projects | 49 |
| 14 Parents' Response to Parent Teacher Association (PTA) Levies | 50 |
| 15 Enrolment of Children in Schools by Parents | 51 |
| 16 Parents' Provision of Supplies (Books, Uniforms, Pens etc) | 51 |
| 17 Parents Regular Visit to School | 52 |

| | | |
|----|--|----|
| 18 | School Management Committee (SMC) Makes Parent Feel the School Belongs to Them | 53 |
| 19 | Responses To Whether School Management Committee (SMC) Solve Problems of Pupils | 54 |
| 20 | School Management Committee (SMC) Solves Problems of Teachers | 55 |
| 21 | School Management Committee (SMC) Future Plans for School Development | 56 |
| 22 | School Management Committee (SMC) Supervision of Teacher Attendance | 57 |
| 23 | Whether School Management Committee (SMC) includes Women in Membership | 58 |
| 24 | School Management Committee (SMC) Ensures School Premises are Structurally in Good State | 59 |
| 25 | Parent-Teacher Association (PTA) Helps in Administration of the School | 60 |
| 26 | Parent Teacher Association (PTA) Encourages Cooperation Between Parents and Teachers | 61 |
| 27 | Parent Teacher Association (PTA) Promotes the Welfare of the Children | 62 |
| 28 | Parent-Teacher Association (PTA) Promotes Welfare of the School | 63 |
| 29 | PTA Organizes Appeal for Funds for School Projects | 64 |
| 30 | Parent Teacher Association (PTA) Supervision of Teacher Attendance | 65 |
| 31 | Community Members Active in School Issues (Children School Attendance, Discipline Studies, Etc. | 66 |

| | | |
|----|---|----|
| 32 | Women Included In Parent Teacher Association (PTA) Representatives | 67 |
| 33 | Parent Teacher Association (PTA) Visits School to Monitor Children's Performance | 68 |
| 34 | Parents Support Teachers by Providing Accommodation | 69 |
| 35 | Parent's Provision of School Needs (Fees, Uniforms, Books, Pencils etc.) | 70 |
| 36 | Parents Request for Improvement in Teaching and Learning | 71 |
| 37 | Parents' Performance of their Roles | 72 |
| 38 | Community Willingness to Commit Resources to Education Projects | 73 |
| 39 | Attendance of Parent-Teacher Association (PTA) Meetings | 74 |
| 40 | Interest in Parent-Teacher Association (PTA) Meetings | 75 |
| 41 | Attendance of Meetings by Parent-Teacher Association (PTA) Executive Members | 79 |
| 42 | Women's Participation in School Related Meetings | 81 |

LIST OF FIGURE

| Figure | Page |
|-----------------------------------|------|
| 1 Line Organization of the School | 19 |

CHAPTER ONE

INTRODUCTION

In this chapter, the background of the study, statement of the problem, research questions, and the purpose of the study are covered. Other issues dealt with are significance of the study, delimitation, limitation and definition of the terms and the organization of the study.

Background of the Study

In an effort to have a well established educational enterprise there is the need for co-operation between the school and members of the community to work effectively. The school will benefit a great deal if there is a good relationship between people in the community and the school. A school is a micro society or a miniature society. A school system is designed by the society to meet the interest, needs and aspirations of the society and the nation as a whole.

If the school is to fulfill the aspirations and needs of the society then it is imperative for the school and community to be integrated. In the opinion of Asiedu-Akrofi (1978) if modern schools are to fulfill the roles that the Africans expect educational administrators, teachers, supervisors and all the people concerned with running it should work hard for the benefit of the society.

Parents send their children to school to learn in order to acquire knowledge, skills, principles, ideas and beliefs to improve upon their lives and make the society a better place to live. In order to foster unity between the school and the community the Parent Teacher Association (PTA) was formed and later the School Management Committee (SMC). The Ghana Education Service Circuit Supervisors Handbook (2000) intimates that the SMC is like the Board of Governors of second cycle schools. It is a school-community based institution aimed at strengthening community participation and mobilization for education delivery.

It is a well known fact that the school depends to a very large extent on the finances provided by the parents for the development of their schools. It is the belief of the Ministry of Education (MOE) and the Ghana Education Service (GES) that communities have an important role to play in enforcing standards, developing and maintaining school infrastructure and creating a partnership between teachers, pupils and district authorities to bring about the needed improvement in education in a district.

Over the years there has been a call on School Management Committees to provide the necessary support toward high standards of education. The basic schools cannot rely solely on the government for their development without a reliable and dependable SMC. The contributions from the SMC towards the improvement of education is very beneficial to the community, pupils, teachers and government so every effort should be made to ensure well established SMCs in the basic schools.

Indeed, the role of the school administrator is very strenuous and for this reason there is the need for support from SMC to exhibit their support and

make contribution to the well being of children, community and teachers as a whole. It is imperative on the SMCs to promote high standard of education in basic schools by showing support and directing programmes and projects support. The activities of the SMC such as directing the provision of school projects and encouraging effective and efficient teaching and learning are key factors responsible for high academic standard in schools. Well established schools in the country have the full support of the SMC.

The Parent Teacher Association is an association which often has close link with schools and contribute immensely to their progress. The Parent Teacher Association supports the provision of the school buildings, renovate classroom blocks, and provide computers, sports equipment and the like. It is therefore natural that the school reciprocates this by making maximum use of the facilities to accelerate academic progress.

In bringing the home and school together the PTA must identify the needs of the school administration and help find solution to them. For example problems concerning poor attendance, dropout and indiscipline pupils in school should be properly addressed by teachers and parents. When there is lack of parental interest in the education of their children it brings about problems to the heads of schools. It is very important that parents and teachers agree on what is good for the enhancement of education of the children. Ayer (984) showed in his study on the community school concept that the school cannot live in isolation.

Statement of the Problem

The provision of quality education has never been a solitary adventure. As a matter of fact it has always demanded a collaborative and a concerted effort of all those who matter to make the enterprise function. Parents whose wards attend schools have been considered as the key players in this endeavor hence the inception of the PTA concept. In order for the communities in which the schools are established to be part of the institutions, the SMC brought forth. This is aimed at strengthening community participation and mobilization for education delivery.

However, there seem to be reported cases of SMC not functioning well in basic schools. In the view of Koomson (2003) lack of cooperation from SMCs have hindered the effective participation in administration of basic schools in certain communities. This throws the importance of the PTA and SMC into great doubts.

Furthermore, some heads in the basic schools complain of low attendance of parents at PTA meetings and other community members tend to show lack of commitment towards their children's education. This phenomenon to some extent has led to the gross inadequate facilities in schools with its concomitant low academic performance. It is on this score that the study aims at finding out the extent to which the SMC and the PTA participate in the activities of the basic schools in the Obuasi Municipality.

Purpose of the Study

Generally, the investigation seeks to ascertain the extent to which PTAs and SMCs participate in the administration of basic schools in the Obuasi Municipality.

Specifically, the study is geared towards finding out:

1. The role the SMCs play in the administration of basic schools.
2. The role of PTAs in the provision of infrastructure for basic schools in Obuasi.
3. How PTAs and SMCs contribute to the improvement of basic education in Obuasi.
4. The relationship between the PTA/SMC and the basic schools in Obuasi.
5. The challenges the PTA/SMC encounter that affect the administration of basic education in Obuasi.

Research Questions

The following questions were posed to guide the study:

1. What is the role of the SMC in the administration of basic schools?
2. What roles do the PTAs play in the provision of infrastructure for basic schools?
3. How do PTAs and SMCs contribute to the improvement of basic education in Obuasi?
4. What is the relationship between the PTA/ SMC and the basic schools?
5. What challenges do the SMC and the PTA encounter that affect the administration of the basic education?

Significance of the Study

Generally, the investigation will provide insights on how PTAs and SMCs participate in the administration of basic schools in the Obuasi Municipality. Specifically,

It will reveal useful information on the various roles the two bodies play. This will enable school heads appreciate the roles of the SMC and the PTA and consider them as partners in development in order to enhance their efficiency and combat some administrative challenges that confront them.

Moreover, the study will bring to the fore the extent to which the SMC and PTA have supported the schools with regard to the provision of some facilities to improve teaching and learning. This will enable the three bodies make a fair assessment of what more is left to be done.

It will also bring to light the level of parents' and guardians' participation in PTA meetings. This will help the school administrators to how responsive parents are to the needs of their wards to enable them take certain decisions.

The research will also unearth the challenges the PTA/SMC encounter that affect the quality of basic education in Obuasi Municipality. This will provide a lot of insight in the nature of the challenges to enable them find appropriate solution.

Finally, the nature of the relationship that exists between the PTA/SMC and the basic schools will be bared. This will help them gauge the extent to which the relationship is affecting the provision of quality education in Obuasi Municipality.

Delimitation of the Study

The main focus of the study is to find out the extent to which the PTA and SMC participate in the administration of basic schools in the Obuasi Municipality. It therefore does not concern itself with evaluating the influence of PTA/SMC on basic schools. The study covers only basic schools in the Obuasi Municipality and has only the school heads, teachers and parents of pupils of the selected schools as the respondents.

Definition of Terms

The following operational definitions have been given to the terms used in the study.

Basic schools: This covers the primary and junior secondary school.

School community: The school community consists of headmasters, teachers, parents, traders, fishermen, doctors, nurses, policeman etc.

Stakeholders in education: These are group of people who have invested some money in education for example parents, teachers, government, churches, companies, chiefs, non-governmental organizations, students, district assemblies.

Organization of the Rest of the Study

The five-chapter format has been adopted. Chapter one comprises the introduction and background to the study, research questions, significance of the study among other aspects. Chapter two deals with review of related literature while chapter three shows the methodology used for the research.

Chapter four covers analysis and discussion of the data. Chapter five consists of the summary, conclusions and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the related literature on the topic of study. It contains the views of authors on the topic that have relevance to the area of study. The review of literature on the topic is broken down into the following sub-headings.

1. The concept of administration
2. Administrative duties of the headmaster/headmistress
3. The school as an organization
4. School Management Committee participation in school administration.
5. Parent Teacher Association participation in school administration
6. Parent Teacher Association (PTA)
7. School Management Committee (SMC)
8. Parents' interaction and relationship with school teachers
9. Challenges encountered by PTAs and SMCs.

The Concept of Administration

The concept of administration is synonymous with management hence the words “management” and “administration” are more or less used by writers' interchangeably. Miewald (1978) defines administration as the means by which formal goals are achieved through cooperative human effort.

Mwankwo (1987) on his part considers administration as the careful and systematic arrangement and use of resources (human and material), situations and opportunities for the achievement of the specific objectives of a given organization. Brech (1975) refers to administration as that part of management process concerned with the institution and carrying out of procedures by which the performance is laid down and communicated, and the progress of activities is regulated and checked against targets and plans.

A more comprehensive definition of administration is that given by Walton (1996) who maintains that “administration is an activity that, “concerns itself with the survival and maintenance of an organization and with the direction or activities of people working within the organization in their reciprocal relations to the end that the organizational purpose may be obtained. He continues that this means that the administrator does not do the work himself, but makes sure that those who are in charge of the work perform their duty to achieve the organizational goal”. Watson (1969) held the view that the administrator does not teach geography, he sees to it that geography is taught.

Cambell et al. (1977) posit that when Gulick and Urwick asked what the work of the Chief Executive like the President of USA does. Their answer was put in the form of acronym POSDCORB, which stands for planning, organizing, staffing, directing, coordinating, reporting and budgeting.

Amuzu-Kpeglo (2004) rightly points out that Fayol’s (1996) conception of administration places the Chief Executive of any establishment in a position where the head of the school or institution should develop formal structures, which facilitate hierarchical allocation of responsibilities and communications. Fayol continues by saying that the headmaster or

headmistress is also charged with the responsibility of discipline in his/her educational institution. Fayol further emphasizes the importance in administration of division of labour, authority, discipline, unit of direction, subordination of individual interest to the organizational goal, order and initiative.

Administrative Duties of the Headmaster/Headmistress

According to the Head teachers' Handbook (1994) by the Ministry of Education, the headmaster in the school is the important figure since he is largely responsible to direct the school towards the goals that are assigned him or what he chooses for the school. The role of the headmaster therefore, becomes a pivotal point in any school administration. The book explained further that in the discharge of his administrative responsibility the headmaster performs the following task:

1. Managing Schools

The Handbook states that the head of a school has to know what his duties are and need to be sure that they are properly done. This involves delegating duties, maintaining discipline, holding staff meetings, communicating effectively and maintaining good interpersonal relationship.

2. Managing instructional Time

The Handbook specifies that it is the responsibility of the head to make sure that instructional time is put to very good use. For example, times at which school should open have been laid down so you should take care that the hours are well spent. What happens while the school is in session is what

matters. The head of the school should have orientations, planning the school time table, inspecting students work and appraising teachers' performance.

3. Managing Co-curricular Activities

School activities as the Handbook states, do not always end when instructional time is over, for the day. Some activities take place outside normal class hours. These are what we refer to as co-curricula activities. They should be properly organized to involve all teachers. In the past they have been called extra-curricular activities. However, since they are in no way "extra" but a necessary part of children's total development we refer to them as co-curricular. The Head teachers' Handbook (1994) groups co-curricular activities into four main areas.

1. Club and societies activities involving such groups as the Girl Guides, Red Cross Society, Science Clubs, Future Farmers Club, School Choir, Cultural Troupe, Debating Society, and Development Club.
2. Preparation for special ceremonies such as Independence Anniversaries (March past, gymnastic display), Speech Days or Open Days, Singing Competition and Cultural Festivals.
3. Field trips and excursion to places of educational interest.
4. Sports and game competitions which may be inter-sectional, inter-school or inter-district.

According to Longman Active Study Dictionary of English (1991), extra-curricular means outside the regular course of work in a school or college.

4. Managing Learning Resources

Some schools have many facilities while others do not have enough. The duty of a headmaster, according to the Handbook, is to make sure that the

necessary learning resources are available so that teaching and learning can go on smoothly. As a headmaster the administrative tasks include the use, care and maintenance of learning resources, managing the school buildings, looking after the school compound, repairing broken down furniture, managing the school library, procuring, storing, distributing stationery, supplies of equipment and books.

According to the Head teachers' Handbook (1994) the compound and school buildings are important in the overall teaching and learning process. The head should manage both well. What goes on in and around those buildings is also influenced by the available learning resources. It is therefore no surprise a number of the heads duties are related to the procurement, supplies furniture and equipment. These are expensive items on any school budget, yet vital to effective education. Spending time on handling these items correctly is therefore worth the effort. It is very important to have teachers and pupils sign for any equipment or books they borrow. A good record system is important using the learning resources you have properly, checking on them regularly and maintaining them are all part of good management.

5. Managing Financial Resources

The Handbook points out that the head has to be able to manage school funds, using modern financial techniques. The head has to develop the habit of keeping simple books of accounts in an acceptable way. It is necessary to be aware of some of the problems associated with financial management and find ways to solve them.

According to the Head teachers' Handbook (1994), the financial records enable the headmaster to:

1. Know the exact amount of money at hand as well as any profit or loss made.
2. Know exactly the value of sales at any particular time.
3. Know exactly the value of sales at any particular time.
4. Calculate profits or losses made at a particular time.
5. Know the total donations acquired from the public or committees.
6. How much to spend and how much to save for the future.

The two main types of bank accounts for the school, as the Handbook specifies are savings and current accounts whichever is used by the school the head should check periodically to reconcile the accounts. The Head teachers' Handbook (1994) states that there is the need to prepare the school budget and keep proper financial records being accountable and managing effectively school funds.

6. Increasing School Intakes and Attendance

Every year new children have to be admitted to the school. At the same time, some pupils leave school or move on to other classes to make way for new ones.

Firstly, the head needs to know well the community served by the school if there is the need to improve enrolment. This means that the head must be in a close touch with them.

Secondly, the headmaster should follow the correct admission and enrolment procedures. Admitting and enrolling new pupils is the direct responsibility of a headmaster. It is not advisable to leave this duty to anyone,

only do so if the head is ill or there are other unexpected events in such cases, and leave the admission to the assistant.

It is necessary to have a clear procedure for admission. To begin with the headmaster must be as fair as possible. That is the headmaster must make every pupil who is eligible and who is seeking admission to the school have an equal chance of getting a place.

According to the Head teachers' Handbook (1994) assuming the school happens to be in a rural area that normally draws pupils from a number of hamlets, it may be necessary for the head to go from hamlet to hamlet enrolling pupils. This will attract more children. The head will also have the chance to see their environment. Any way when a school is located in an urban area, the head may have far more than he can admit. In this case, the head will have to register the children on a first come first serve basis, over a period of about one month. One of the areas of responsibility is to enroll as many pupils in your school as possible and ensure that they attend school regularly.

7. Assessing Pupils Performance

The Handbook states that as a headmaster there is the need to carry out a number of activities to evaluate the pupils' performance, the head should remember that such measures should help to improved their work, motivate them to learn, enable the head to better direct the activities of the teacher, cover both curricular and co-curricular activities and take little time, since detailed assessment is the task of the classroom teacher.

According to the Head teachers' Handbook (1994) a casual assessment of pupils' performance on a regular basis is one of the most important tasks of

the headmaster. This covers both curricular and co-curricular activities. The head should mainly use informal assessment methods such as friendly chats or unobtrusive observation. A quick check on pupils' projects and assignments is also useful.

Also according to the Head teachers' Handbook (1994), as a headmaster, there is the need to train the teachers on some of the informal and formal assessment methods. Teachers' need to be informed on record keeping system indeed, well conducted pupils assessment motivates pupils and teachers, and has positive effect on the quality of teaching and learning.

According to Adjepong (1999) assessment will ensure that each of us contributes meaningfully to the attainment of our organizational goals and provide feedback in anticipating of improved future performance.

8. Assessing Teacher Performance

The Handbook states that assessing of teacher performance refers to the process of comparing a teacher's performance against the standards and expectation of GES in order to decide how well the teacher does his or her job. From time to time, as a headmaster it is important to report on your teachers. This is especially necessary when they are due for promotion.

In order to be able to give a fair assessment of them, the headmaster should have studied their performance and gathered reliable information on them over a period of time. It should be emphasized that assessment of teacher performance is a long-term process, which should continue to carry out for every teacher in the school. Therefore, there is the need to collect in a few weeks all the information needed for a profile. It takes time to do it.

According to the Head teachers' Handbook (1994) assessing teachers' performance should be directed at helping to improve their teaching. The Headmaster need to conduct an assessment tactfully and never turn it into a fault-finding exercise. There are a variety of areas to be considered in such an exercise. They include class management, lesson preparation and presentation, work output, attitudes and personal qualities among others. To obtain information on the staff, the headmaster may refer to the school records, carry out a classroom observation or interview with both teachers and pupils well conducted assessment usually motivate teachers to improve their performance while pupils benefit by learning more.

9. Staff Development

According to the Head teachers' Handbook (1994), head teachers should make sure that teachers prepare their lessons, teach properly and manage their classes well. Also one of their duties is to provide training for them to improve their professional performance. We call this staff development the best way to helping teachers learn is while they are on the job. This is done through a process of in-service training or INSET for short.

On-the-job training activities needs to be well planned, organized and carried out, the Handbook points out those resource persons from outside the school as well as members of staff could lead sessions. (According to Ghana Education Service Council (1999), "the experienced teachers in the school are very useful resource for upgrading the quality of work of the other teachers in the school" (p.18).

10. Improving Relationship between School and Community

The Head teachers' Handbook (1994) states that the school and community need to work closely together for each others benefit. As a head teacher there is the need to identify those individuals or organizations to cooperate with. The head teacher can also form associations to support the school. These will help solve some of its problems. At the same time, they will promote the welfare of the pupils. To organize and run these associations there is the need as head to establish good relationships. Above all the school must be of service to the community both teachers and pupils should be engaged in activities which are seen to help those around.

According to Atta et al. (2000), some people see the school community as an organized group of individuals living in an area and having a common life, practices and sentiments. They continue by stating that a school community is also defined as a geographical as well as social group.

The School as an Organization

Atta et al. (2000) note that the school is a formal organization it is a system of consciously coordinated activities of forces of two or more persons.

Atta et al. identify the line organization of the school as in Figure 1.

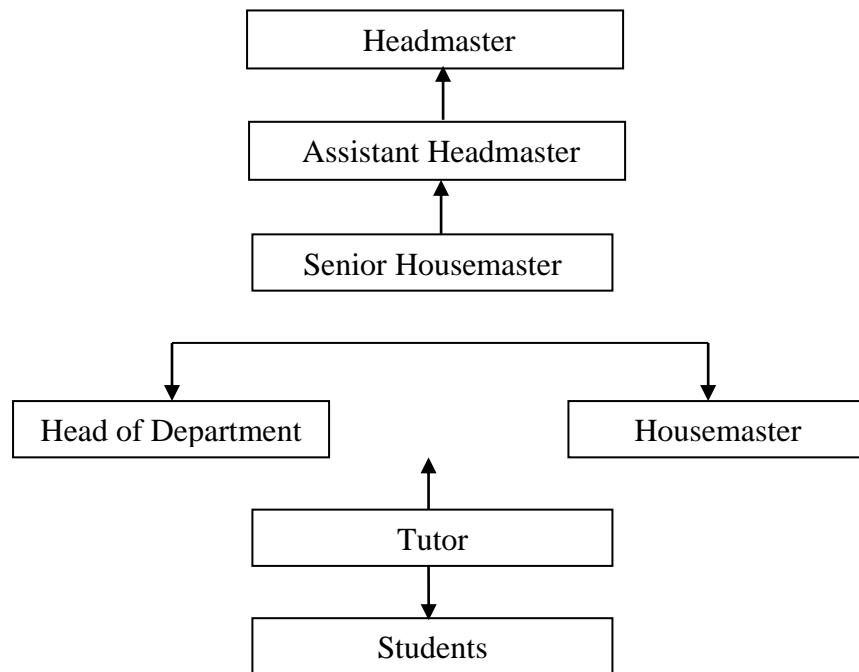


Figure 1. Line Organization of the School

Atta el al. explains Figure 1 as a simple organization chart which indicates that the headmaster is the chief executive or super ordinate in the school organization. It also shows what Bernard (1960) calls the chain of command. Thus, by this line authority, a superior delegates authority to a subordinate and so on forming a line from the very top to the bottom. Thus instructions, directives or commands are issued from the top to the bottom. This is also known as the channel of communication. The vertical communication as flowing from top-down or vice-versa i.e downward vertical communication (from the head down to students) and upward vertical communication (from the head down to the head) communications can also be horizontal, as for example among heads of department or housemasters.

Students' Participation in School Administration

Many writers believe that when more opportunities are given to members of staff and students to participate in school government, then it is likely for them to commit themselves to the ownership of the school as an organization. According to Oduro (1999) it has been established that students constitute a strong force in the process of shaping educational policies and achieving the schools goals. Oduro adds that in Ghana students' unions that are generally recognized in school administration are the students' representative council and the professorial system.

Asare Bediako (1990) says students grow and learn more from activities in which they are involved in planning and carrying out. Students' participation in the developing and control of the life of the school is the most effective means of realizing the desirable discipline in the school.

Also Adisena (1990) states that students' participation in school activity make the youth learn to exercise their sense of critical judgment because they learn to speak with the authority of knowledge as they become involved in inquiring and pointing out mistakes and errors. Adisena goes on to say that by the same token, students can be aware of their false beliefs and inaccurate observations and thus remedy them. Adisena, continues that students are able to see criticism and disagreement with the school authority and move for dialogue and not to cause damage to state property which a country's poor economy may not find it easy to replace.

Adisena believes that students' participation can assist students to clearly identify negative aspect of democracy and learn to develop positive insight in handling them. He says further that as students go through school

they see in the school, a pattern of guidance. Thus the school is not only a place where formal teaching and learning go on but then it is also a unit of governance and economic entity a congress of social relationship.

A discussion on students' participation in school administration that is more relevant to African conditions is that offered by Asiedu-Akrofi (1978). He discusses such common areas of students' councils. He observes that students' participation is one of the most controversial points in the maintenance of discipline at the secondary school and university levels. Asiedu-Akrofi is of the opinion that teachers should adopt new attitudes toward students' participation in school administration based on first the need for the development of civic competence, second the need for seeing the school as a community center and third the need for intellectual development for independent activities.

Douglas (1964) adds further that the most successful pupils' organizations have been given responsibilities which they are to discharge satisfactorily. He states that added responsibility comes with the desire of the pupils to widen their scope of self directions and is granted only as a tentative arrangement, subject to readjustment in case results do not justify the continuance of the arrangement.

The School Management Committee Participation in School Administration

The Ghana Education Service SMC/PTA Training Guide (2004) stipulates that "community participation in the delivery of basic education is one of the strategic objectives of the education reform process in Ghana. To

achieve this objective the Ministry of Education (MOE) and the Ghana Education Service (GES) have been promoting greater community investment and ownership of local public schools. Indeed it is very important to make the School Management Committee participation in the basic schools paramount to contribute to the effectiveness and efficiency in education. Over past, couple of years the focal point is to institute the establishment, training and retraining of School Management Committees (SMCs)”.

Further the Training Guide points out that the strategy is to raise the community awareness, through this community based body, of the importance of providing basic education for Ghanaian children. It is also to instill a greater sense of responsibility in the community as to its role, in bringing about change in school performance beyond fund-raising and participation in school construction activities. The Training Guide stipulates that the goal is to systematically engage SMCs in creating partnerships through consultation, educational decision making, performance monitoring management and planning of school projects. This level of participation will in the long term contribute to greater accountability and transparency in school management.

The Parent Teacher Association Participation in School Administration

The SMC/PTA Handbook (2001) contends that the Parent Teacher Association (PTA) group is voluntary association of parents and teachers aimed at supporting school improvement. The book continues that in this way the change that is needed in our basic school system and promote increased community action in support of school improvement can be done when there is good relationship between the teachers and parents.

According to the SMC/PTA Handbook it is pertinent for PTA executives to provide the leadership for community support to ensure school effectiveness. Also it continues by stating that this will help the communities to better engage in consultation, manage projects and take part in planning, resource mobilization, partnership and transparency all reflecting the principles of ownership, empowerment and participation.

The Commonwealth Secretariat (1993) states that for any school to operate effectively it must have funds. It continues that in most countries all over the world school education is funded by the government but in some countries schools are heavily dependent on funds obtained from other sources such as parents, students, community groups, charitable foundations, local authority and individual business people. Contributions by parents may become necessary due to inability of government to meet even basic school financial needs. This is so in many developing countries.

The Commonwealth Secretariat specifies that even in countries where governments can afford to provide good buildings, qualified teachers and a wider variety of resources, parents may still wish to contribute money for even more resources, such as transport, computers and pay for education visits because they want their children to enter adult life having obtained the best possible education. It goes on by stating that parents want their children to be at the front of the queue for good jobs.

The SMC/PTA Handbook (2001) states that parents can have numerous opportunities to participate in various areas in basic schools to help run the schools. It continues that the PTA conduct regular meetings visit schools and talk to teachers and pupils, provide funds for school projects,

make parents or guardians cooperate with school authorities to ensure discipline among pupils, avoid lateness and absenteeism on the part of pupils and teachers.

Participation, according to Owens (1987) is the mental and emotional involvement of a person in a group situation that encourages the individual to contribute to goals and to share responsibility for them.

School Management Committee (SMC)

According to the Ghana Education Service SMC/PTA Handbook (2001) the SMC is a committee designated under the Ghana Education Service, Act of 1994. It is a school community based institution aimed at

1. Executive three year term, eligible for further membership for only one additional three year term.
2. Failure to attend ordinary or executive meeting for three consecutive times, disqualifies a member from SMC. In such circumstances he/she should be replaced by the appropriate authority or group of representation.

The SMC/PTA Handbook stipulates the powers and functions of the SMC as follows:

1. Control the general policy of the school.
2. Avoid encroaching upon the authority of the headmaster or headteacher.

3. Parents periodic report to Director General of Education and District Education Oversight Committee through the District Director of Education
4. Ensure that premises of school are kept in a sanitary and structurally safe condition, generally in a good state of repair.
5. Help the headmaster/head teacher in solving conflicts and report to the District Education Office (D.C.O.).
6. Refer serious disciplinary cases to the District Director for action.
7. Negotiate for land for school projects, e.g. school farm, football field.

The SMC/PTA Handbook posits out that SMC members have to call general meetings once a term and emergency meetings can come on as and when needed. Five members form a quorum and voting is by majority decision. The SMC is funded through PTA fund raised through contribution by parents. The fund includes donations from Non-Governmental Organizations (NGOs) and grants or gifts.

The SMC/PTA Handbook continues by stating that the SMC and the Headmaster must work hand-in-hand. The day-to-day running of the school is still very much the responsibility of the head teacher. The organization of the teaching and learning of the school is the responsibility of the Headmaster but the SMC guides the Headmaster about school policy and the direction of the school. Further the SMC/PTA Handbook points out that the SMC should occasionally meet teachers to know their problems and empathize with teachers and advise them on particular problems e.g. drunkenness, accommodation and immorality.

According to the SMC/PTA Handbook, the School management Committee/Governing Body even though they are not involved in the day-to-day running of the school it contributes to, or decide on, all or some of the following:

1. School policy – school hours, religious policy, dress code, learner’s code of conduct and school goals.
2. School development – development plans voluntary helpers when needed, partnership with the school community, and relationship with other schools.
3. School administration – looking after the school’s building grounds and other property, deciding on when others may use the property, opportunity of staff, organizing an annual general meeting of parents and reporting to the school community.
4. School Finance – raising funds, opening a bank account where necessary and overseeing the school’s income and expenses.

Further, the SMC/PTA Handbook (2001) states that it will be useful to get the school community involved in the work of the governing body. This means that the governing body should try to learn about the needs of the community and the activities carried out by the community. The SMC/PTA Handbook states the head teacher, teachers, pupils, parents, traders, fisherman, farmers, doctors, nurses; policemen etc. all form the school community.

There are many ways the school can use to reach the community in which it is situated. According to Atta et al (2000), the headmaster and his staff should try and identify the best media or medium to use in order to derive the maximum, benefits from the school’s outreach programmes.

Parent -Teacher Association (PTA)

According to the Ghana Education Service Head teachers' Handbook (1994) the PTA is an association of all the parents and guardians of the children in the school as well as the teacher. It continues by stating that the PTA is an association of parents and teachers in a particular school or cluster of schools. It is non-governmental, non-sectarian, non-partisan and non-commercial. This is an association of all the parents, guardians and teachers who are interested in children's education.

The Ghana Education Service Head teachers' Handbook (1994) states the guidelines for the formation of PTAs as provided by the GES. The Head teachers' Handbook states that the executives must be drawn from its members and should be distributed between parents and teachers as follows:

- | | | |
|-------------------------------------|---|-----------------|
| 1. Chairman | - | Parent |
| 2. Vice Chairman | - | Parent |
| 3. Secretary | - | Teacher |
| 4. Assistant Secretary | - | Teacher |
| 5. Treasurer | - | Parent |
| 6. Financial Secretary | - | Parent |
| 7. 1 st Committee Member | - | Parent |
| 8. 2 nd Committee Member | - | Parent |
| 9. 3 rd Committee Member | - | Head teacher |
| 10. Ex-Officio Member | - | Welfare Officer |

The executive can meet from time to time but the general body of the PTA must meet three times in a year (once a term). Where there is a cluster of

schools headmasters or headmistresses should be members. Usually general meetings are called to discuss the welfare and problems of the school.

According to Ghana Education Service SMC/PTA Handbook (2001) the powers and functions of PTA are as follows:

1. Assist in school maintenance and the repair of infrastructure.
2. See to children/teachers welfare e.g. provision of accommodation, school textbooks.
3. See to performance of children.
4. Visit school regularly to monitor the children's performance.
5. Help in solving school problems.
6. Help maintain discipline by reporting lateness, truancy, etc. to school authorities.
7. Avoid encroaching upon the authority of the headmaster/head teacher.
8. Cooperate with other organizations/agencies having common interests regarding quality education.

The PTA is funded by members' contribution, voluntary contributions from stakeholders, Non-Governmental Organizations and the community. The SMC/PTA voluntary associations and have the following as some of their aims:

1. To forge strong links between the homes the school and the community.
2. To bring together parents and school authorities to work jointly for the development of the school.

3. To assist in fund-raising activities to provide some basic needs like furniture, sports equipment, library books and to supplement school requirements.

Further, the SMC/PTA Handbook continues that the PTAs do not dictate to head teachers or interfere with their administration. They help where help is needed and when the head teacher calls for help.

The schools can offer a service to the community by organizing clean-up campaigns and the chiefs enstoolment anniversaries. The teachers and pupils should be involved in community activities in order to promote good relationship.

Atta et al. (2000) observe that the school can reach the community through parents groups such as the Parent Teacher Association (PTA). They continue to state that the head should encourage the formation of PTA through which he can discuss the problems and success of the school and how to help the children. The head should not only present the problems of the school to the PTA for solution or assistance but also he should explain the programmes of the school to the parents to win their confidence and support.

Parents Interaction with School Teachers

Grotberg (1971) found out that closer contact between parents and teachers gave each a more complete picture for the child's abilities and improve consistency in working towards desired goals. On the whole the role of parents in schools differs from school to school whether the school is primary, junior secondary or senior secondary school.

According to Robbins and Alvy (1995) parents may play traditional roles of attending school open days and parent conferences to serving on school board and making general policy decision to becoming a member of site-based management team, involved in the everyday running of schools. In addition, they stated that some teachers and heads are reactive to parents' involvement in school management.

Seefeldt (1985) suggested that parents involvement should include decision on budget, selection of staff and general operating procedures, and thus given credence to the invaluable contribution of parents bodies in school management.

The school and the community need to work closely together for each others benefit. According to the Ghana Education Service Head teachers' Handbook (1994) the head teacher, should identify those individuals or organizations with whom he could co-operate. The Head teachers Handbook states that both teachers and pupils should be engaged in activities which are seen to help those around them. The community leaders should play a leading role in mobilizing and masses to participate more effectively in school projects. It is also important for the schools to take active part in communicate programmes and developing projects.

According to the Ghana Education Service, Information, Education and Communication (IEC) Messages and Training Manual (1998) states that an important strategy for giving every Ghanaian child good quality basic education is to support and empower all stakeholders especially communities and parents to own and participate in the management of basic schools in their communities. In addition the IEC Messages and Training Manual continue

that parents are to participate in school meetings to assess the needs of the schools and provide funding where possible. Community development spirit should be revived and rekindled in support of better school management. Education is a right to the child so it is very important to embrace it by sending the children to school.

CHAPTER THREE

METHODOLOGY

This chapter highlight on the methods and techniques used in the collection of data for the research. This comprises research design description of the population, the sample and sampling techniques research instrument, pre-testing of instrument, data collection procedure and data analysis plan.

Research Design

The research design that was used is the description survey. Descriptive survey is designed to obtain information concerning the current situation. It is directed towards determining the nature of the situation as it exists at the time of the study.

Descriptive survey has the advantage of not typically requiring complex statistical analysis. Data analysis may simply consist of determining the frequencies and percentages for the major variables on the study. For the background as indicated, the researcher adopted this methodology. Descriptive survey has the weakness of not generally directed towards hypothesis testing. This study probes into the level of the participation of SMC and PTA in the administration of basic schools in the Obuasi Municipal and tries to describe the situation as it exists presently.

Population

Obuasi Municipality is located in the Ashanti Region of Ghana. The distance from Kumasi, the capital city to Obuasi is thirty six kilometers. The indigenous people are Ashantis. The language spoken is Twi. The main occupation of the ethnic is farming.

In Obuasi Municipality 70 public junior secondary schools and 50 primary schools constituted the unit of study or “the unit of enquiry” (Moser, 1956:42). The target population embraces the teachers and selected parents some were SMC members and others PTA members from the basic schools.

Table 1: Distribution of Population at Various Levels in Public School

| Level | Number of School | Number of Teachers | Number of Parents |
|-------------------------|------------------|--------------------|-------------------|
| Junior Secondary School | 70 | 160 | 40 |
| Primary | 50 | 110 | 30 |
| Total | 120 | 270 | 70 |

The simple random sampling technique was used for selection of schools, teachers and parents, while the purposive sampling was used for the selection of head teachers. This is because the views of the head teachers were very important in the research work.

In all there were 120 public basic schools with a teacher population of 270 and 70 parents in the municipality which constituted the population. The numbers of junior secondary school were 70 with 160 teachers and 40parents. Also there were 50 primary schools with 120 teachers and 30 parents.

Sample and Sampling Procedure

The study was done in 12 circuits out of 20 circuits in the Obuasi Municipality. The number of schools selected was 120 made up of 70 junior secondary schools and 50 primary schools. Teachers selected in the junior secondary schools were 160 and 120 teachers from the primary schools. In all 70 parents were selected which included 25 SMC members, 20 PTA members 10 community members and 15 parents who had their wards in the basic schools.

The sample random sampling technique was used for the selection of schools, teachers and parents while the purposive sampling was used for the selection of head teachers for the sample. This because the views of the head teachers were very important in the research work.

In selecting the schools, the researcher wrote the names of all the circuits on stripes of paper which were folded. A young girl was asked to pick any 12 out of the 20 circuits. The schools were randomly chosen. The same approach was adopted for the selection of the teachers and parent. The teachers and parents were randomly selected by the researcher according to the number of questionnaire to be administered. The schools were selected on the basic of accessibility and time constraint.

Research Instrument

The instrument used for the study was questionnaire which consisted of open-ended and closed-ended questions. The questionnaire was divided into the following selections: A, B, C, D, and E.

Section A, comprising seven items, sought demographic data such as school of respondent, age, sex, qualification, professional status and type and

level of employment of teachers, SMC members, PTA members and parents were request to provide the information in section A.

Section B, which consisted of 10 items explored the contributions of PTA to basic schools. The categories showing yes [Y], No [N], and Not sure [NS] were used. Respondents were asked to indicate community support to basic schools, PTA provision of facilities and parents' effort visit schools regularly.

Section C, had nine items which looked at the importance of the SMC in school administration of Obuasi Municipality. Respondents were asked to show the extent to which the SMC contribute to help solve problems of pupils and teachers, future plans, for development and community members' participation in schools.

Section D, which consisted of nine items was used by GES SMC/PTA Handbook (2001) as guidelines for PTA self-appraisal. Respondent were asked to show the extent to which they had been involved in the administration of the schools, encouraged cooperation between parents and teachers and promoted the welfare of the children in school.

Section E, which had nine items, sought to elicit PTA improvement towards education in basic schools. Respondents were asked to show how often they attend PTA meeting in a year, interest in meetings and women's motive participation in school related meetings. See Appendix A for a copy of the questionnaire.

Pilot-Testing of Instrument

The questionnaire was pilot-tested in two primary schools and two junior secondary schools in Obuasi Municipality. In all 50 teachers and 15

parents were involved in the pre-testing. The two primary schools were Tutuka L/A Primary School and Boete Methodist Primary School and AngloGold JHS and St.Margaret JHS. The schools were selected for the pre-testing because of proximity.

Analysis of the pre-testing revealed the validity and reliability of the instrument and identified possible strengths and weakness likely to be faced by intended respondents. A reliable pattern for recording the responses was developed which made the work simple to carry out. The pre-testing helped to make some changes to the content of the instrument. Mistakes in grammatical error were changed as well as proper arrangement of questions done to remove ambiguities.

Data Collection Procedure

In the schools visited an introductory letter from department of institute for Educational Planning and Administration (IEPA), University of Cape Coast was given out to the head teachers. The investigator took advantage of the contact established between the teachers and head teachers to undertake the research.

The questionnaire was administered through personal visits to the selected primary and junior high schools in the Obuasi Municipality. The questionnaire was distributed to the respondents in the schools by the researcher. On the other hand questionnaire for SMC members, PTA members and parents were distributed to them by the head teachers of the schools. This procedure involved a lot of movement to the sampled schools. A lot of direct contact was made with respondents since the questionnaire was delivered by

hand. The respondents were informed about the rationale for the study and asked to do independent work.

The researcher established good relationship with the respondents and answered questions posed by them in relation to the research. Most of the head teachers assigned a teacher gather the completed questionnaire for the researcher.

All copies of 340 questionnaire distributed were retrieved, giving a hundred percent return rate. This was made possible because the questionnaire was administered when the schools were in session and therefore the heads and teachers were available. More so, the SMC members, PTA members and parents visited the schools.

Data Analysis Procedure

The study was a descriptive one so quantitative analysis involving frequencies and percentages were used in the analysis of the data. The scores of the various items in each section in the questionnaire were tabulated into frequency and percentage. These were analyzed and discussed and the data used to make a table format.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter shows the analysis of the data collected as well as the discussion of the data based on responses to the questionnaire distributed to respondents. The respondents include teachers, headteachers, parents, SMC executive member PTA executive members and community members selected from Obuasi Municipality.

Analysis of the data covers the following broad aspects:

1. The extent to which the PTA had been involved in the administration of the school.
2. SMC participation in the administration of the school.
3. The contributions of the PTA and community members towards the development of the schools.
4. The extent to which the SMC members were helping to solve problems of teachers and pupils.
5. Women's active involvement in school related meetings.

Gender of Respondents

The gender of the respondents was investigated so as to find out males and females who were teachers, parents, SMC members and PTA members. The details are shown in Table 2.

Table 2: Disbution of Respondents by Gender

| Sex | Number of Respondnets | % |
|--------------|-----------------------|------------|
| Male | 146 | 43 |
| Female | 194 | 57 |
| Total | 340 | 100 |

The data in Table 2 reveals that more than half of the total respondentns (57%) were females and 43% were males. The findings show that majority of the respondents were female.

Highest Academic Qualification of Respondents

The reseracher sought to find out from respondent their educational qualfieations. It was necessary to find out the academic qualification of respondents to ascertain their literacy level. The responses are shown in Table 3.

Table 3 : Distrbution of Respondetns by Highest Academic Qualification

| Educational Qualification | Number of Respondents | % |
|---------------------------|-----------------------|------------|
| M.S.L.C. | 36 | 12 |
| S.S.S.C.E | 48 | 16 |
| O Level | 136 | 42 |
| A Level | 40 | 0 |
| Diploma | 40 | 12 |
| Degree (1st) | 40 | 12 |
| Total | 340 | 100 |

It is evident from Table 3 that all the respondents had some form of formal education. Majority of the respondents (90%) had second cycle and tertiary academic qualifications. It could be stated that since all the respondents are literate, their desire to participate in the basic school administration would be appreciable.

Highest Professional Status of Respondents

The researcher tried to find out from respondents their professional status. Research question numbers 11 aimed at finding out the professional status of respondents. Table 4 shows a breakdown of the professional status of respondents who were teachers.

Table 4: Highest Professional Status of Respondents

| Professional status | Number of respondents | % |
|--------------------------|-----------------------|------------|
| Assistant director | 35 | 14 |
| Principal superintendent | 50 | 20 |
| Senior superintendent | 70 | 28 |
| Superintendent | 40 | 16 |
| Assistant superintendent | 30 | 12 |
| Certificate 'A' | 25 | 10 |
| Other(s) Specify | 0 | 0 |
| Total | 250 | 100 |

Table 4 provides the distribution of respondents by professional status. Fourteen percent are in the assistant directors' grade while 48% are in the principal and senior superintendent ranks. Twenty eight percent were in the superintendent and assistant superintendent rank and those below assistant superintendent formed 10%. The distribution of respondents by professional status shows that majority of the respondents (90%) were in the assistant superintendents' rank and above. This shows that majority of the teachers were professionals.

The Age of Respondents

Question 4 of questionnaire item sought to elicit the age range of respondents. The researcher wanted to find out the age of respondents in order to know whether they were young or old. The details are shown in Table 5.

Table 5: Distribution of Respondents by Age

| Age-Range | Number of Respondents | % |
|--------------|-----------------------|------------|
| 20 – 29 | 52 | 15 |
| 30 – 39 | 112 | 33 |
| 40 – 49 | 100 | 29 |
| 50 – 59 | 76 | 23 |
| Total | 340 | 100 |

Table 5 shows the results of the ages of the respondents. In the data majority of the respondents were above 39 years. The findings showed that most of the respondents were old. According to Ghana Education Service Council

(1999) “the old and experience teachers in the school are very useful resource for upgrading the quality of work of the other teachers in the school” (p. 18).

Position of Employment

The researcher sought to find parents, teachers, SMC members and PTA members their level of employment. Researcher question number five aimed at finding out the level of employment of respondent. The responses are shown in Table 6.

Table 6: Position of Employment

| Employment status | Number of Respondents | % |
|---------------------|-----------------------|------------|
| Self employed | 53 | 16 |
| Retired worker | 0 | 0 |
| Part time employed | 0 | 0 |
| Government employed | 287 | 84 |
| Total | 340 | 100 |

From the Table 6 it can be stressed that majority of the respondents are government employed workers. This shows that most of them are public employees. Commonwealth Secretariat (1993) stipulates that parents want their children to be at the front of the queue for good jobs.

School Management Committee (SMC) Executive

The researcher investigated to find out from respondents who were executive members of SMC. Questionnaire item 6 was used. The responses are shown in Table 7.

Table 7: Distribution of SMC Executive Members

| Status | Number of Respondents | % |
|-----------------------|-----------------------|------------|
| SMC Executive Members | 9 | 45 |
| Non-Executive Members | 11 | 55 |
| Total | 20 | 100 |

Observation from table 7 shows that 45% belonged to the SMC executive, whereas 55% of the respondents were non-executive members of the SMC. This shows that majority of the respondents were not executive members of the SMC. According to the SMC/PTA Handbook (2001) the SMC is a committee designated under the Ghana Education Service, Act of 1994. The Handbook states the membership of the SMC as follows: District Director of Education, Headmaster, District Assembly representative, unit committee representative, representative appointed by the chief, members of teaching staff, past pupils' association representative, a representative PTA and co-opted members (optional).

Aims and Objectives of Parents Teacher Association (PTA)

The researcher wanted to find out from respondents whether they know the aims and objectives of the PTA. Research question number 12 aimed at

finding out from respondents whether they knew the aims and objectives of the PTA. The responses are shown in Table 8.

Table 8: Whether Respondents Know the Aims and Objectives of Parent Teacher Association (PTA)

| Aims and objectives of PTA | Number of Respondents | % |
|----------------------------|-----------------------|------------|
| Yes | 17 | 85 |
| No | 1 | 5 |
| Not sure | 2 | 10 |
| Total | 20 | 100 |

Observation from Table 8 shows that most of the respondents (85%) know the aims and objectives of the PTA on the other hand 15% responded negatively. The findings show that majority of the parents were aware of the aims and objectives of the PTA in the basic schools.

The SMC/PTA Handbook (2001) states that the PTAs are voluntary associations and have the following as some of their aims:

1. To forge strong links between the home and the school and the community.
2. To bring together parents and school authorities to work jointly for the development of the school.
3. To assist in fund-raising activities to provide some basic needs like furniture, sports equipment, library books etc. and to supplement school requirements.

Generation of Community support by Parent Teacher Association (PTA)

Question 13 of section B the Questionnaire tried to find out from the parents, teachers, head teachers and community members whether the PTA generated community support for the basic schools. The breakdown of the responses is contained in Table 9.

Table 9: Generation of Community support by Parent Teacher Association (PTA)

| Aims and objectives of PTA | Number of Respondents | % |
|----------------------------|-----------------------|------------|
| Yes | 196 | 57 |
| No | 88 | 26 |
| Not sure | 56 | 17 |
| Total | 340 | 100 |

Table 9 shows that 196 out of the 300 respondents, representing 57%, respond positively that the PTA generates community support for the schools. The findings show that the PTA provided community support for the basic school.

Provision of Toilets, Urinals and Playground for the school by the PTA

Research question number 14 was to find out from respondents whether the PTA provided toilets, urinal and playground for the basic schools.

The responses are shown in Table 10.

Table 10: Provision of Toilets, Urinals and Playground by the PTA

| Provision of Toilets Urinals and Playground | Number of Respondents | % |
|--|-----------------------|------------|
| Yes | 180 | 53 |
| No | 95 | 28 |
| Not sure | 65 | 19 |
| Total | 340 | 100 |

Table 10 shows that 53% respondents support the view that the PTA provide toilets, urinals and playground to the school, whereas 47% respondents state negatively. The findings show that the PTA provided toilets, urinals and playground to the schools.

According to the GES, SMC/PTA Handbook (2001) the PTA should provide toilets, urinals and playground for the basic schools by the use of communal labour. The Daily Graphic (2009) stated that the PTA of the Kunsu Senior High School had build GH 4,500.00 four classroom block.

Parent teacher Association (PTA) Increases Pupils' Enrolment

Question 17 of the questionnaire was to find out whether the PTA often helped to increase pupils' enrolment in the basic schools. The breakdown of the responses is found tin Table 11.

Table 11: Parent teacher Association (PTA) Increases Pupils' Enrolment

| PTA Helps increase Enrolment | Number of Respondents | % |
|------------------------------|-----------------------|------------|
| Yes | 137 | 40 |
| No | 115 | 34 |
| Not sure | 88 | 26 |
| Total | 340 | 100 |

Table 11 reveals that 40% of the respondents state positively. Majority of the respondents (60%) disagree that the PTA helps to increase enrolment in school. The researcher believes that the PTA should work hard to educate the community members to encourage them to enroll their children in the school. When the PTA helps to increase enrolment in schools the positive impact is that majority of the children would be in school which would improve education in the country. According to the Head teacher's Handbook (1994) assuming a school happens to be in a rural area that normally draws pupils from a number of hamlets, it is necessary to enroll pupils from a number of hamlets. Also the Handbook continues that the PTA should encourage enrolment drive through education.

Atta et al. (2000) contend that the Headmaster and staff should try to identify the best media or medium to use in order to derive the maximum benefits from the school's out reach programmes.

Repair of School Furniture by Parent Teacher Association (PTA)

Research question number 16 aimed at finding out whether the PTA assisted in repairing broken down school furniture. The summary of responses is shown in Table 12.

Table 12: Repair of school Furniture by Parent Teacher Association

| Repairs of School Furniture | Number of Respondents | % |
|-----------------------------|-----------------------|------------|
| Yes | 175 | 51 |
| No | 97 | 29 |
| Not sure | 68 | 20 |
| Total | 340 | 100 |

Table 12 clearly shows that 51% respondents agree that the PTA repairs school furniture on the other hand 39% respondents state negatively as to whether the PTA repairs furniture. Information gathered from the data indicated that the PTA repairs furniture when they breakdown in the school.

The SMC/PTA Handbook (2001) states that the function of the PTAs to assist in school maintenance and the repair of broken down furniture.

Whether Community Members Provide Financial Resources for School Projects

Item 19 of the questionnaire sought to find out whether community members provide financial resources for school projects. Table 13 gives the breakdown of response.

Table 13: Community Members' Provision of Financial Resources for School Projects

| Community Members' Provide finance | Number of Respondents | % |
|------------------------------------|-----------------------|------------|
| Yes | 127 | 37 |
| No | 121 | 36 |
| Not sure | 92 | 27 |
| Total | 340 | 100 |

Table 13 shows that 37% respondents state positively. Majority of the respondents state negatively 63% as to whether community members provide financial resources for school projects. The analysis shows that most community members did not provide financial resources for school projects. Commonwealth Secretariat (1993) contends that in most countries all over the world school education is found by the government but in some countries schools are heavily dependent on funds obtained from other sources such as parents, students, community members, charitable foundation, local authority and individual business people.

Parents' Response to Parent Teacher Association (PTA) Levies

The research question 18 tried to find out from respondents whether parents responded to PTA levies. Table 14 gives the responses.

Table 14: Parents' Response to Parent Teacher Association (PTA) Levies

| Parents' response to PTA | Number of Respondents | % |
|--------------------------|-----------------------|------------|
| Yes | 220 | 65 |
| No | 67 | 20 |
| Not sure | 53 | 15 |
| Total | 340 | 100 |

As has been shown in Table 14, 65% of the respondent responded positively to parent's response to PTA levies, while 35% answer negatively as to whether parents responded to PTA levies. The reasons for the differences in the responses could be that those who answered in the affirmative are exercising their moral right by contributing their quota towards development of the community. They could be those who were gainfully employed and had the mean to do so. In the view of the researcher most parents are prepared to pay PTA levies in the basic schools if they are financially capable of doing so. Commonwealth Secretariat (1993) specifies out that contributions by parents may become necessary due to inability of government to meet even basic school financial needs.

Enrolment of Children in School By Parents

The researcher sought to find out from respondents whether parents enrolled all their children in school. The responses are found in Table 15.

Table 15: Enrolment of Children in Schools by Parents

| Parents Enrol Children in School | Number of Respondents | % |
|----------------------------------|-----------------------|------------|
| Yes | 2 | 20 |
| No | 5 | 50 |
| Not sure | 3 | 30 |
| Total | 10 | 100 |

Observation from Table 15 shows that only 20% respondents state that parents send all their children to school. Majority of the respondents (80%) states that parents do not send all their children to school. According to the Ghana Education Service Headteachers' Handbook (1994) it is very important that parents are encouraged and properly educated by the education sector to enrol children in school.

Parents' Provision of Supplies (Books, Uniforms, Pens Etc)

The researcher tried to find out whether parents provided supplies (books, uniforms, pens etc) to their children in schools. This is in relation to reserach question number 20. Table 16 shows the distribution of responses.

Table 16: Parents' Provision of Supplies (Books, Uniforms, Pens etc)

| Parents provision of Supplies | Number of Respondents | % |
|-------------------------------|-----------------------|------------|
| Yes | 213 | 63 |
| No | 65 | 19 |
| Not sure | 62 | 18 |
| Total | 340 | 100 |

The distribution shows that 63% representing 213 of the respondents who are in the majority provide supplies to the children while 37% responded negatively. The data shows that majority of the parents provided their children with books, uniforms, pens etc to school. Provision of pupils' educational needs is important because it helps to learn to read and write and improves teaching and learning outcome. According to Ghana Education Service (2001) SMC/PTA Handbook pupils should be given a list of their own needs to be supplied by parents eg. Pens, rulers, pencils and exercise books.

Parents Regular Visit to School

Research question number 20 was to find out from respondents whether parents made special efforts to visit school regularly. The responses are indicated in Table 17.

Table 17: Parents Regular Visit to School

| Parents Visit to School | Number of Respondents | % |
|-------------------------|-----------------------|------------|
| Yes | 65 | 19 |
| No | 195 | 57 |
| Not sure | 80 | 24 |
| Total | 340 | 100 |

Table 17 shows that majority of the respondents (81%) do not believe parents regularly visit their children in school. From the analysis of the data most parents do not pay regular visits to the schools to see whatever is happening and the performance of their children. The SMC/PTA Handbook

(2001) states that parents should visit school regularly to monitor the childrens' performance.

School Management Committee (SMC) Makes Parent Feel the School Belongs toThem

Question item. 22 tried to find out whether SMC members made up of parents feel that the schools belonged to them. Respones are found in Table 18.

Table 18: School Management Committee (SMC) Makes Parent Feel the School Belongs toThem

| SMC Makes Parent Feel the School Belongs toThem | Number of Respondents | % |
|---|-----------------------|------------|
| Strongly Agree | 2 | 20 |
| Agree | 4 | 40 |
| Not sure | 3 | 30 |
| Disagree | 1 | 10 |
| Strongly Disagree | 0 | 0 |
| Total | 10 | 100 |

The analysis of data on whether the SMC makes parents feel that the school belongs to them as shown in Table 18 reveals that more that half of the total respondents 60% agree that parents feel the school belongs to them. The researcher is of the view that since parents feel that the school belong to them they are much more committed and involved in school activities and fell the school should work well to impove on the education standards in the

country. The contributions that parents can make towards education is paramount. The Circuit Supervisors' Handbook (2002) 'the school management committees is a school-community based institution aimed at strengthening community participation and mobilization for education delivery. It is authorised to implement the general policies of a basic school. This makes it possible for people to have good ideas about the school'

School Management Committee (SMC) Solves Problems of Pupils

The researcher sought to find out whether the School management committee (SMC) help to solve problems of pupils. Question item 23 was used for the research table 19 gives the breakdown of the responses.

Table 19: Responses To Whether School Management Committee (SMC) Solve Problems of Pupils

| SMC solve problems of pupil | Number of Respondents | % |
|-----------------------------|-----------------------|------------|
| Strongly Agree | 39 | 11 |
| Agree | 102 | 30 |
| Not sure | 99 | 29 |
| Disagree | 51 | 15 |
| Strongly Disagree | 49 | 16 |
| Total | 340 | 100 |

Observation from Table 19 shows that majority of the respondents (60%) disagree that the SMC help to solve problems of pupils. In the view of the researcher, the finding is discouraging because SMC members should resolve problems of pupils in schools. According to Ghana Education

Service SMC/PTA Handbook (2001) the SMC should support headteacher and staff in enforcing school regulations and find solution to peculiar problems of individual pupils. The Handbook specifies that the SMC should help the headmaster in solveing conflicts and report to the District Education Office.

School Management Committee (SMC) Solves Problems of Teachers

The investigator tried to find out whether the School management committee (SMC) helped to solve problems of teachers in the schools. In relation to the solution of problems of teachers by the SMC resrach question number 24 was used. The responses are indicated in Table 20.

Table 20: School Management Committee (SMC) Solves Problems of Teachers

| SMC solve problems of Teachers | Number of Respondents | % |
|--------------------------------|-----------------------|------------|
| Strongly Agree | 34 | 10 |
| Agree | 81 | 24 |
| Not sure | 93 | 27 |
| Disagree | 68 | 20 |
| Strongly Disagree | 64 | 19 |
| Total | 340 | 100 |

Table 20 shows that most respondents (66%) disagree that the SMC helps solve problems of teachers in the basic schools. It should be noted that the SMC should help solve problems of teachers such as accommodation, tranport, absenteeism, etc. According to the Ghana Education Service Handbook, (2001) the SMC should occasionally meet with teachers to know

their problems and empathize with teachers and advise them on particular problems e.g drunkenness, accommodation and immorality. Additionally, the SMC/PTA Handbook states that the SMC should help in solving school problems.

School Management Committee (SMC) Future Plans For School Development

The investigator sought to find out from respondents whether the School management committee (SMC) has any future plans for the development of the school. Research question number 25 was used by the researcher. The responses are shown in Table 21.

Table 21: School Management Committee (SMC) Future Plans for School Development

| SMC Plans for Development | Number of Respondents | % |
|---------------------------|-----------------------|------------|
| Strongly Agree | 28 | 8 |
| Agree | 87 | 25 |
| Not sure | 138 | 41 |
| Disagree | 50 | 15 |
| Strongly Disagree | 37 | 11 |
| Total | 340 | 100 |

Table 21 shows that majority of the respondents (67%) disagree that the SMC has future plans for the school development. From the findings the researcher is of the opinion that the SMC was not firmly on the school involved in the development plans at the basic level. The Ghana Education Service SMC/PTA Handbook, (2001) suggests that community-based

institutions and structures (eg. SMC, PTA, Council of elders, youth organization), initiate actions of address school concerns. Also the Handbook states that the SMC should engage in school development plans when needed in partnership with the school community.

School Management Committee (SMC) Supervision of Teacher

Attendance

Research question number 26 was to find out from respondents whether the School management committee (SMC) supervised teacher attendance in the school. The responses are shown in Table 22.

Table 22: School Management Committee (SMC) Supervision of Teacher Attendance

| SMC Supervision of Teacher Attendance | Number of Respondents | % |
|---------------------------------------|-----------------------|------------|
| Strongly Agree | 32 | 9 |
| Agree | 45 | 13 |
| Not sure | 132 | 39 |
| Disagree | 82 | 24 |
| Strongly Disagree | 49 | 15 |
| Total | 340 | 100 |

Table 22 indicate that 78% of respondents disagree that the SMC regularly supervises teacher attendance in school. The analysis of the data shows that the SMC does not see to teacher attendance in school. In the veiw of the researcher it is very necessry for the SMC to visit school regularly and check whether teachers go to school regularly to teach the pupils. According to the Ghana Education Service SMC/PTA Handbook, (2001) the SMC should pay regualr visit to the school and encourage the

headteacher to provide a record of teacher performance. The community and school concept that the school cannot live in isolation.

School Management Committee (SMC) Representative Includes Women

The researcher tried question item 28 to find out from respondents whether the School Management Committee (SMC) representative of the community included women. The responses are shown in Table 23.

Table 23: Whether School Management Committee (SMC) includes Women in Membership

| SMC Includes Women in Membership | Number of Respondents | % |
|----------------------------------|-----------------------|------------|
| Strongly Agree | 90 | 26 |
| Agree | 131 | 39 |
| Not Sure | 63 | 19 |
| Disagree | 34 | 10 |
| Strongly Disagree | 22 | 6 |
| Total | 340 | 100 |

As shown in Table 23 majority of the respondents (65%) agree that the SMC includes women. From the findings the researcher is of the opinion that since women are represented on the SMC, they exercise their rights and responsibilities. According to the Ghana Education Service SMC/PTA Handbook (2001) communities are encouraged to work towards gender equality by getting women to constitute at least one-third of the membership.

**School Management Committee (SMC) Ensures the School Premises
Are in Structurally Good State**

Research Question 28 sought to elicit information from respondents on whether the School Management Committee (SMC) ensures that the school premises are kept in structurally good state. The responses are found in Table 24.

Table 24: School Management Committee (SMC) Ensures School Premises are Structurally in Good State

| (SMC) Ensures School Premises Are Structurally in Good State | Number of Respondents | % |
|--|-----------------------|------------|
| Strongly Agree | 44 | 13 |
| Agree | 102 | 30 |
| Not Sure | 84 | 25 |
| Disagree | 66 | 19 |
| Strongly Disagree | 44 | 13 |
| Total | 340 | 100 |

From Table 24 it could be stressed that majority of the respondents (57%) disagree that the SMC ensured that the school premises were kept in structurally good state. It is important for the SMC to pay regular visits and inspect the school infrastructure. According to the Ghana Education Service SMC/PTA Handbook (2001) the SMC should take prompt action on any needed priorities for maintenance and safety of school infrastructure. The Handbook points out that the function of the SMC is to ensure that premises of school are kept in a sanitary and structurally safe condition, generally in a good state of repair.

**Parent - Teacher Association (PTA) Helps in Administration of the
School**

Questionnaire item 30 aimed at finding out from respondents whether the Parent Teacher Association (PAT) helps in the administration of the school. The responses are shown in Table 25.

Table 25: Parent - Teacher Association (PTA) Helps in Administration of the School

| PTA Helps in School Administration | Number of Respondents | % |
|------------------------------------|-----------------------|------------|
| Strongly Agree | 59 | 17 |
| Agree | 150 | 44 |
| Not Sure | 60 | 18 |
| Disagree | 30 | 9 |
| Strongly Disagree | 41 | 12 |
| Total | 340 | 100 |

Table 25 shows that majority of the respondents (61%) agree that the PTA helps in the administration of the school. From the analysis of the data it is very clear that the PTA participated in the administration of the school and this is likely to improve the school set-up. The PTA helps the school by repairing broken down furniture, providing finance, promoting the school welfare and taking part in parent-teacher meetings. The researcher is of the opinion that it is very important that the PTA and the school administrators work mutually with teachers to promote the interest of the school children.

Parent - Teacher Association (PTA) Encourages Cooperation

Between Parents and Teachers

This question item number 31 sought to find out from respondents whether the Parent Teacher Association (PTA) encouraged cooperation between parents and teachers. The responses are indicated in Table 26.

Table 26: Parent-Teacher Association (PTA) Encourages Cooperation Between Parents and Teachers

| PTA Encourages Cooperation between Parents and Teachers | Numbers of Respondents | % |
|---|------------------------|------------|
| Strongly Agree | 78 | 23 |
| Agree | 195 | 57 |
| Not Sure | 21 | 6 |
| Disagree | 23 | 7 |
| Strongly Disagree | 23 | 7 |
| Total | 340 | 100 |

Observation from Table 26 shows that a high majority of the respondents (80%) agree that the PTA helped to encourage cooperation between parents and teachers in the school. The writer believes that when parents and teachers relate well in the school it brings about good teaching and learning to improve on the children's education. Since the children come from homes of the parents to school it is imperative on the PTA to make sure that cooperation between parents and teachers is well encouraged so that there will be harmonious relationship in the school. According to the Ghana Education Service Head teachers Handbook (1994) the PTA should

encourage cooperation between parents and teachers. Atta et al (2000) observe that the school can reach the community through parents group such as the Parent Teacher Association (PTA).

Parent - Teacher Association (PTA) Promotes the Welfare of the Children

The question item number 32 attempted to find out from respondents whether the Parents Teacher Association (PTA) promotes the welfare of the children. The responses are shown in Table 27.

Table 27: Parent-Teacher Association (PTA) Promotes the Welfare of the Children

| PTA Promotes Welfare of Children | Number of Respondents | % |
|----------------------------------|-----------------------|------------|
| Strongly Agree | 58 | 17 |
| Agree | 171 | 50 |
| Not Sure | 48 | 14 |
| Disagree | 31 | 9 |
| Strongly Disagree | 32 | 10 |
| Total | 340 | 100 |

The analysis of data shown in Table 27 revealed that majority of the respondents 67% agree that the PTA promoted the welfare of the children. That is they provide children with uniforms, books and pens. The researcher is of the view that parents have a great contribution to make to build a good school life for their children. According to the Ghana Education Service Head teacher Handbook, (1994) the Parents Teacher Association (PTA) promotes the welfare of the children and the school as a whole. Atta et al

(200) posit that the head should encourage the formation of the PTA through which the head can discuss the problems and success of the school and how to help the children.

Parent - Teacher Association (PTA) Promotes Welfare of the School

In order to ascertain whether the Parent-Teacher Association (PTA) promotes welfare of the school, Research question item 33 was asked. Table 28 indicates the responses of the respondents.

Table 28: Parent-Teacher Association Promotes Welfare of the School

| PTA Promote School Welfare | Number of Respondents | % |
|----------------------------|-----------------------|------------|
| Strongly Agree | 65 | 19 |
| Agree | 177 | 52 |
| Not sure | 54 | 16 |
| Disagree | 21 | 6 |
| Strongly Disagree | 23 | 7 |
| Total | 340 | 100 |

The distribution shows that 71% of the respondents agree that the PTA promoted the welfare of the school. The researcher is of the view that parents are much more concerned about the comfort of pupils and teachers in the school. It is very essential for the school PTA to seek the progress of the school. According to Ghana Education Service SMC/PTA Handbook, (2001) catering for teacher welfare is important because it attracts teachers to the school, makes teachers dedicated and committed, it motivates teachers to be effective in the performance of their duties and retains teacher in the school. Garotberg (1971) found out hat closer contact between parents and teachers

gave a more complete picture for the child’s abilities and improve consistency in working towards desired goals.

Parent -Teacher Association (PTA) Organizes Appeal for Funds For School Projects

The investigator used research question number 34 to find out whether the Parent teacher association (PTA) organizers appeal for funds for school projects. The responses are shown in Table 29.

Table 29: PTA Organizes Appeal for Funds for School Projects

| PTA Organizers Appeal for Funds | Number of Respondents | % |
|---------------------------------|-----------------------|------------|
| Strongly Agree | 40 | 12 |
| Agree | 105 | 31 |
| Not sure | 96 | 28 |
| Disagree | 59 | 17 |
| Strongly Disagree | 40 | 12 |
| Total | 340 | 100 |

Table 29 depicts that 57% respondents disagree that the PTA organizers appeal for funds for school projects. The data show that the PTA does not do much to appeal to parent’s to raise funds for development of the schools. According to the Ghana Education Service Head teachers Handbook (1994) appeal can be made to parents and relatives of children to organize a joint fund raising harvest to purchase materials and equipment for school or provide money to maintain school buildings. The SMC/PTA Handbook (2001) stipulates that the PTAs as voluntary associations have their aims and

one of them is to assist in fund-raising activities to provide some sports equipment, furniture, library book and to supplement school requirements.

Parent Teacher Association (PTA) Supervision of Teacher Attendance

Question item 35 was to find out from respondents whether the Parent Teacher Association (PTA) supervision of teacher attendance in the school. The responses are indicated in Table 30.

Table 30: Parent Teacher Association (PTA) Supervision of Teacher Attendance

| PTA Supervision of Teacher Attendance | Number of Respondents | % |
|---------------------------------------|-----------------------|------------|
| Strongly Agree | 26 | 8 |
| Agree | 68 | 20 |
| Not sure | 147 | 43 |
| Disagree | 55 | 16 |
| Strongly Disagree | 44 | 13 |
| Total | 340 | 100 |

Table 30 clearly shows that the PTA does not supervise teachers' regular attendance in school. Greater proportion of the respondents (72%) expresses their disagreement to the PTA supervision of teacher attendance to school. The researcher believes that it is the duty of the PTA to visit school regularly to supervise teachers' attendance in school. This would help teachers to be regular in school and avoid coming to school late and absent themselves. According to Ghana Education Service (2001) SMC/PTA Handbook, (2001) the PTA should pay regular visit to the school and interact with teachers and pupils to check on punctuality and attendance.

Atta et al. (2000) note that the school is a formal organization system of consciously coordinated activities of forces of two or more persons. They again stated that the school must be of service to the community both teachers and pupils should be engaged in activities which are seen to help those around.

Community Members Active in School Issues

Research questions number 36 sought to find out whether community members were active in school issues such as children school attendance, children discipline and children serious study in school. The responses are shown in Table 31.

Table 31: Community Members Active in School Issues (Children School Attendance, Discipline Studies Etc.

| Community Members Active in School Issues | Number of Respondents | % |
|--|-----------------------|------------|
| Strongly Agree | 36 | 11 |
| Agree | 114 | 33 |
| Not sure | 99 | 29 |
| Disagree | 51 | 15 |
| Strongly Disagree | 40 | 12 |
| Total | 340 | 100 |

As shown in Table 31, majority of the respondents (56%) show that they disagreed that community members are active in school issues. The analysis showed that community members were not very active in school issues at the basic level. In the opinion of the researcher community members can cooperate with school authorities and make sure that children attend school regularly learn seriously and comport themselves well in

school. In the view of Koomson (2003) some community members tend to show lack of commitment towards their children’s education.

Women Included In Parent Teacher Association (PTA) Representatives

The researcher used questionnaire item 37 to find out from respondents whether women were included in the Parent Teacher Association (PTA) representatives. Respondents expressed their views as shown in Table 32.

Table 32: Women Included In Parent Teacher Association (PTA) Representatives

| Women included in PTA Representatives | Number of Respondents | % |
|---------------------------------------|-----------------------|------------|
| Strongly Agree | 94 | 28 |
| Agree | 189 | 56 |
| Not sure | 21 | 6 |
| Disagree | 16 | 5 |
| Strongly Disagree | 20 | 5 |
| Total | 340 | 100 |

From Table 32, it could be stressed that majority 84% of the respondents agree that women were included in PTA representatives. This shows that women actually participate in PTA issues. According to Ghana Education Service SMC/PTA Handbook (2001) women form the majority of Ghana’s population and we cannot continue to marginalize them, the PTA should ensure gender equity in their composition, create awareness on the social responsibility of women towards their wards education and reserve, at least 24% of the executive position for women. In addition to SMC/PTA

Handbook stipulates that communities are to work towards gender equity by getting women to form one third of the membership.

Parent - Teacher Association (PTA) Visits School Regularly to Monitor Children's Performance

The researcher tried to use question item 38 to find out from respondents whether the Parent Teacher Association (PTA) regularly visited the school to monitor children's performance. The responses are shown in Table 33

Table 33: Parent-Teacher Association (PTA) Visits School to Monitor Children's Performance

| PTA Monitor Children's Performance | Number of Respondents | % |
|------------------------------------|-----------------------|------------|
| Strongly Agree | 35 | 10 |
| Agree | 114 | 34 |
| Not sure | 90 | 26 |
| Disagree | 61 | 18 |
| Strongly Disagree | 40 | 12 |
| Total | 340 | 100 |

Table 33 shows that majority 56% respondents disagree that the Parent Teacher Association (PTA) goes to the school regularly to monitor children's performance. The researcher is of the view that the PTA should pay regular visits to the school to see to the work of teachers and children. According to the Ghana Education Service SMC/PTA Handbook (2001) monitoring and supervising teacher and pupils attendance is important because it promotes effective teaching and learning lead to attainment of set targets eg. Completion of syllabus and ensures maximum use of instructional

hours. Again, the Handbook states clearly that it is part of the duties of the PTA to visit school regularly to monitor the children's performance.

Parents Support Teachers by Providing Accommodation

Question item number 39 sought to find out from respondents whether parents provided accommodation for teachers. The breakdown of the responses is contained in Table 34.

Table 34: Parents Support Teachers by Providing Accommodation

| Parent's Assist in Providing Accommodation to Teachers | Number of Respondents | % |
|--|-----------------------|------------|
| Strongly Agree | 36 | 11 |
| Agree | 54 | 16 |
| Not Sure | 45 | 13 |
| Disagree | 100 | 29 |
| Strongly Disagree | 105 | 31 |
| Total | 340 | 100 |

Table 34 shows that most teachers are not provided accommodation by parents. As can be seen 73% respondents expressed their level of disagreement that parents provide teachers with accommodation. This shows that most teachers look for their own accommodation without the help of the parents of the pupils in the school. The researcher is of the opinion that good accommodation to teachers is essential for their welfare and serves as a catalyst to hard work. Teachers could accept posting to any part of the country when decent accommodation is provided for them. The SMC/PTA Handbook (2001) states vividly that it is the function of the PTA to see to teachers' welfare by providing accommodation.

Table 35: Parent’s Provision of School Needs (Fees, Uniforms, Books Pencils (etc.))

| Parents Provide Pupils’ School Needs | Number of Respondents | % |
|--------------------------------------|-----------------------|------------|
| Strongly Agree | 52 | 15 |
| Agree | 109 | 32 |
| Not Sure | 69 | 20 |
| Disagree | 64 | 19 |
| Strongly Disagree | 46 | 14 |
| Total | 340 | 100 |

Observation from Table 35 shows that majority of the parents stated that they do not provide school needs of their children. Indeed, 53% of the respondents disagree that parents provide school needs of the pupils. The researcher is of the view that it is the duty of the parents to provide their children with all school needs like fees, uniforms, books, pencils etc. in order to enable them have their peace of mind to study hard in school. According to Ghana Education Service SMC/PTA Handbook (2001) pupils should be given a list of their own needs to be supplied by parents e.g. pens, rulers, pencils and exercise books and provide educational needs where necessary. Commonwealth Secretariat (1993) states that parents must contribute money for the needs of their children.

Parents' Request for Improvement in Teaching and Learning

Respondents were asked, whether parents requested for improvement in teaching and learning. The researcher used questionnaire item 41 to seek the views of respondents. The responses are shown in Table 36.

Table 36: Parents Request for Improvement in Teaching and Learning

| Parents Request for Improvement in Teaching and Learning | Number of respondents | % |
|--|-----------------------|------------|
| Strongly Agree | 61 | 18 |
| Agree | 190 | 56 |
| Not Sure | 48 | 14 |
| Disagree | 15 | 4 |
| Strongly Disagree | 26 | 8 |
| Total | 340 | 100 |

Table 36 clearly shows that majority of the respondents (74%) agree that parents request for improvement in teaching and learning in the school. The information from the respondents shows that parents are highly interested in good educational development of the children. In the view of the researcher parents should know the child's performance by visiting the school regularly and help him/her with the home work so that he/she can excel in the school work. According to the Head teachers' Handbook (1994) assessing teachers' performance should be directed at helping to improve their teaching.

Parents Performance of Their Roles

In order to ascertain parents' performance of their roles in the school, question 42 was asked to know respondents views. Table 37 shows the responses.

Table 37: Parents' Performance of their Roles

| Parents' Perform their Roles | Number of Respondents | % |
|------------------------------|-----------------------|------------|
| Strongly Agree | 16 | 5 |
| Agree | 117 | 35 |
| Not Sure | 66 | 19 |
| Disagree | 85 | 25 |
| Strongly Disagree | 56 | 16 |
| Total | 340 | 100 |

The responses indicate that majority 60% respondents disagree that parents perform their roles in the school. From the distribution of Table 41 it can be observed that many parents do not perform their roles in the school. The researcher believes that parents should be properly educated to play their roles in the basic schools to help improve quality education. The Head teachers' Handbook (1994) specifies that the school and community need to work closely together for each other's benefit. Owens (1987) points out that the mental and emotional involvement of a person in a group situation encourages the individual to contribute to goals and to share responsibility for them.

Community Willingness to Commit Resources to Education Projects

The researcher used question item 43 to find out from respondents whether community members commit resources to education projects. Respondents express their views as shown in Table 38.

Table 38: Community Willingness to Commit Resources to Education Projects

| Community Provides Resources to Education Projects | Number of Respondents | % |
|--|-----------------------|------------|
| Strongly Agree | 16 | 5 |
| Agree | 96 | 28 |
| Not Sure | 117 | 34 |
| Disagree | 58 | 17 |
| Strongly Disagree | 53 | 16 |
| Total | 340 | 100 |

Table 38 depicts how majority 67% respondents disagree to community member's willingness to commit resources to education. From the data of Table 39 majority of community members do not commit enough resources for the development of the school projects. According to the researcher community members should be mobilized to raise funds for development of school projects. The Commonwealth Secretariat (1993) stipulates out that even in countries where governments can afford to provide good buildings, qualified teachers and a wide variety of resources, parents may still wish to contribute money for even more resources, such as transport, computers and pay for educational visits, because they want their children to enter adult life having obtained the best possible education.

Attendance of Parent Teacher Association Meetings

The investigator used research question number 44 sought to find out from respondents whether they attended Parent Teacher Association (PTA) meetings in the course of the year. Responses are shown in table 39.

Table 39: Attendance of Parent Teacher Association (PTA) Meetings

| Parents Attend PTA Meetings | Number of Respondents | % |
|-----------------------------|-----------------------|------------|
| Strongly Agree | 120 | 35 |
| Agree | 156 | 46 |
| Not Sure | 15 | 4 |
| Disagree | 23 | 7 |
| Strongly Disagree | 26 | 8 |
| Total | 340 | 100 |

Table 39 clearly shows that majority 81% respondents agree that they attend PTA meetings. This shows how parents, teachers and community members participate in PTA meetings to prove their interest in development of their school, by taking part in decision-making.

According to Ghana Education Service IEC Messages and Training Manual (1998) parents or guardians should find out the needs of their children school by attending PTA meetings. Seedfeldt (1985) suggest that parents involvement in meetings should include decision on budget, selection of staff and general operating procedures and thus given credence to the invaluable contribution of parents bodies in school management.

Interest in Parent Teacher Association (PTA) Meetings

The researcher used questionnaire item 45 to find out the interest of respondents in Parent Teacher Association meetings. The responses are indicated in Table 40.

Table 40: Interest in Parent - Teacher Association (PTA) Meetings

| Parents show Interest in PTA Meetings | Number of Respondents | % |
|---------------------------------------|-----------------------|------------|
| Strongly Agree | 120 | 35 |
| Agree | 159 | 46 |
| Not Sure | 19 | 6 |
| Disagree | 19 | 6 |
| Strongly Disagree | 23 | 7 |
| Total | 340 | 100 |

Observation of Table 40 shows that majority of respondents (81%) agree that they have interest in PTA meetings. During PTA meetings parents have the chance of expressing their views on issues affecting the school. The researcher is of the opinion that during PTA meetings parents should be allowed to use the local language to contribute in order to have free level ground for freedom of speech. Accordingly to Ghana Education Service IEC Messages and Training Manual (1998) parents should participate in school meetings to assess the needs of the school and provide funding where possible. In the view of Atta et al (2000) the headmaster should encourage the formation of PTA through which he can discuss the problems and success of the school and how to help the children.

Attendance of Meetings by Parent Teacher Association (PTA)

Executive Members

The researcher tried question item number 46 to find out from respondents whether Parent Teacher Associations (PTA) executive members attended all meetings. Responses are shown in Table 41.

Table 41: Attendance of Meetings by Parent - Teacher Association (PTA) Executive Members

| PTA Meetings | Number of Respondents | % |
|-------------------|-----------------------|------------|
| Attend Meetings | | |
| Strongly Agree | 71 | 20 |
| Agree | 118 | 35 |
| Not Sure | 102 | 30 |
| Disagree | 36 | 11 |
| Strongly Disagree | 13 | 4 |
| Total | 340 | 100 |

Table 41 indicates that majority 55% respondents agree that the PTA executive members attend PTA meetings. The researcher believes that the school can reach the community through parents group such as the PTA.

According to Ghana Education Service (2001) SMC/PTA Handbook, in general the PTA holds three types or meetings.

1. General meetings at which all the members of the group can attend and at which all may speak.
2. Committee meetings at which all the members of the group can attend and which all may speak.

3. Executive meetings at which the elected executive members can attend and speak.

According to Robbins and Alvy (1995) parents may play traditional roles of attending school meetings, open days and parent conferences to serving on school boards and making general policy decision to becoming members of site-based management team, involved in the everyday running of schools.

Women’s Participation in School Related Meetings

The researcher used questions item 47 tried to find out whether women were active participants in school related meetings. The responses are shown in Table 42.

Table 42: Women’s Participation in School Related Meetings

| Women’s Participation in | Number of Respondents | % |
|--------------------------|-----------------------|------------|
| School Meetings | | |
| Strongly Agree | 97 | 29 |
| Agree | 156 | 45 |
| Not Sure | 33 | 10 |
| Disagree | 38 | 11 |
| Strongly Disagree | 16 | 5 |
| Total | 340 | 100 |

As shown in Table 42, it is clear that majority of the women are active participants in school related meetings. Analysis of the table shows that 74% respondents agree whereas 26% disagree that women participate in school

related meetings. This writer believes that women should be encouraged to contribute to school related decision-making. According to Ghana Education Service SMC/PTA Handbook, (2001) to increase women's participation, hold meetings, at convenient times for women, educate men to respect women's ideas and support the active involvement of women in decision making and leadership. Further, the SMC/PTA Handbook states that communities are encouraged to work towards gender equity by getting women to constitute, at least, one-third of the membership.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the overview of the study, summary of findings, conclusions and recommendations made in reference to the findings.

Overview of the Study

The school management committee (SMC) and Parent Teacher Association (PTA) do participate in a number of activities for the development of the basic schools in the country. Some form the SMC and PTA participation in the school administration take place in almost all basic schools in Ghana.

This study is an effort to find out the participation of SMC and PTA in the administration of basic schools in the Obuasi Municipality in the Ashanti Region of Ghana.

The study lies in the emphasis placed on participation of the SMC and PTA in school administration in order to promote development of basic education. The SMC all over the country are strongly encouraged to assist in school management and provide numerous services in the schools to uplift their image in quality education. Provision of basic education has become a cooperative effort between the government and the community members who form the SMC and PTA in the schools.

Some areas of interest in which the SMC and PTA would be expected to participate include their involvement in the provision of financial resources, school furniture, solving school problems, active in school issues encourage cooperation between parents and teachers, visit schools regularly to monitor children's performance, commit resources to education projects, provide school needs of children and involve women in SMC and PTA members.

The population for the study covered teachers, head teachers, SMC members, PTA members, parents and community members in the Obuasi Municipality in this connection data were collected from 300 respondents in Obuasi Municipality. The main instrument used in gathering data was questionnaire which consisted mostly of closed-ended items. Information was gathered from a large number of samples selected from 100 schools by the use of questionnaire.

The researcher undertook the distribution of and collection of the questionnaire himself with the assistance of head teachers and teachers in basic schools. Data were analyzed by the use of descriptive statistical methods which included frequencies and percentages with table to illustrate the figures.

Main Findings of the Study

It has been observed from the study that the School Management Committee (SMC) and Parent Teacher Association (PTA) in the Obuasi Municipality do participate in the administration of the school for their

growth and development. The main findings of the study include the following:

1. All the school in the study area had School Management Committee (SMC) and Parent Teacher Association (PTAs). The school heads are members of the SMC in the school covered in the study. In the case of the PTA, all the school has teachers and parents who constituted members of the association.
2. The Parent Teacher Association (PTAs) provides facilities such as toilets, urinals and playground for the schools.
3. The PTAs provide school furniture and repair them when the furniture breaks down. The findings actually show that parents help the schools to procure furniture whenever a school needs some furniture.
4. Parents and guardians responds to their PTA levies. Most respondents stated positively that parents and guardians paid PTA levies. The contribution of parents in the form of levies helps the schools to purchase school needs and undertakes school projects.
5. The PTA meetings in the year were fully attended by the parents, community members and teachers. Since parents attended the meetings they made their of contributions which were factored into the school programmes. From the findings most parents were present during PTA meetings and expressed white view on the school activities.
6. Community members are active in school issues. Most of the respondents affirmed that community members are active in school

issues. The school community relationship in the Obuasi Municipality is cooperative where the school is open to the community and there is constant involvement of the community in school affairs.

7. Women are included in the SMC and PTA representatives and this showed that women exercised their rights and responsibilities and effectively participated in school programmes. From the findings most people agreed that women were members of the SMC and PTA executives. Women were active representatives of the schools' SMC and PTA.
8. PTA members are actively involved in the administration of the school to help promote the progress and interest of the school children. The findings from the questionnaire revealed that the PTA was highly active in the school activities.
9. The PTA encouraged cooperation between parents and teachers and promotes the welfare of the children and teachers by providing books, pens, uniforms etc. Really, majority of the respondents to the questionnaire agreed that the PTA supports the school's welfare. When the welfare of teachers and children are catered for by the PTA it encourages effective teaching and learning in the school.
10. The SMC makes parents feel that the school belongs to them and this makes parents involve in school activities and this makes them contribute in the diverse ways towards the development of education. When parents are of the view that the school belongs to them they try with their efforts to promote good school relationship and activities.

Conclusions

The participation of the School Management Committee (SMC) and Parent Teacher Association (PTA) in school administration is very necessary in the promotion of education, all over the country. It is observed from the study that they SMC and the PTA do effectively participate in the education delivery in the Obuasi Municipality. Actually, the participation of parents, teachers and the community members in decision making such as regular attendance of school by children, and improvement in teaching and learning are very important.

On the whole, it is observed from the study that parents provided their children with school needs such as fees, furniture, books and pencils. This contribution is necessary since it encourages children to go to school regularly to learn.

Generally, it is observed from the research that women are members of on the PTA and SMC. Women representation on the PTA and SMC membership is very good to facilitate their interest in school programmes. During school related meetings women's participation is relevant to make them contribute in decision-making.

Recommendations

In view of the findings of the study, the researcher has made the following recommendations.

1. The study has revealed that the PTA does not visit school regularly to monitor children's performance. It is recommended that he PTA should regularly visit the school to monitor children's performance

- by looking at their class exercise books. This will help the teacher to teach well and mark children's exercises and make the children learn well to improve academically.
2. Secondly, the study has revealed that parents do not support teachers by providing them with accommodation. It is recommended that the parents should support the teachers by making their rented houses or rooms available to them. It is recommended that the parents should support the teachers by providing accommodation for them. Most of the teachers find it very difficult to get accommodation which affects their welfare.
 3. The study has also revealed that majority of the community members do not provide financial resources for school projects. It is therefore recommended that the SCM and PTA could appeal to Non-Governmental Organizations (NGO's), philanthropists, companies' banks and churches to undertake school projects since some of the parents are financially poor. This will motivate the people to play their role in paying levies for school projects.
 4. Again, the study has revealed that not all parents enroll their children in school. It is recommended that the education officers in the Obuasi Municipality should regularly organize mass education campaign to sensitize community members and parents to enroll all their children in basic schools. Parents can send their children to school when they are aware that education can develop the human resources for employment.

5. In addition, the study has revealed that majority of parents do not commit resources to education projects. It is recommended that locally the headteachers and education officers should launch educational campaign to inform parents and community members on their roles and responsibilities in basic school programmes.
6. Furthermore the findings have revealed that the School Management Committee (SMCs) does not have future plans for school development. The researcher calls for cooperation among school administrators and SMC members to draw future plans for achievement of educational goals and objectives effectively and efficiently.
7. Also the study has revealed that some parents do not provide their children's needs like fees, uniforms, books and pencils. It is therefore recommended that the Municipal Director of Education should sensitize parents on the need to provide their children with their school needs to enable them to study seriously in school.
8. It is observed from the study that the School Management Committee (SMC) does not solve problems of pupils and teachers in the basic schools. In view of the finding, the researcher recommends that the SMC should hold discussion with school heads to successfully resolve any problem which confronts teachers or pupils.

Suggestion for Further Studies

The researcher wanted to research into other districts of the Ashanti Region to assess how far the SMC and PTA participate in the administration of the basic schools. Issues which would be significant for the study are funding of school projects, solving problems of pupils and teachers, pupils regular attendance to school, monitoring of children's performance, attendance of SMC or PTA meetings and women as members of SMC or PTA associations. But due to financial, time and transport limitations the researcher could not do so. Therefore he recommends that someone should research into other districts in the region. Such studies could throw more light on communities which are contributing much to the development of basic schools. In a nutshell, the study could prompt people in their communities or areas to become aware of the need to develop the spirit of working hard towards the improvement of their schools.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS AND PARENTS OF SCHOOLS

The questionnaire has been compiled to gather your opinion on parents participation in school administration to help improve education in Ghana. Respondents are to note that information supplied will be used for academic work and treated confidentially.

Write or tick (✓) the appropriate response to each of them.

SECTION A

Demographic Data

Write or tick (✓) the appropriate response in this section.

1. Name of school.....
2. Gender: (a) Male [] (b) Female []
3. Highest academic qualification
(a) MSLC [] (b) SSSCE [] (c) O Level []
(d) A Level [] (e) Diploma [] (f) Degree []
(f) Any other.....
4. Age range:
(a) 20 -29 [] (b) 30 – 39 []
(c) 40-49 [] (d) 50 – 59 []
5. State position of employment
(a) Self Employed [] (b) Unemployed []
(c) Part-time Employed [] (d) Retired []
(e) Government employed []
6. Have you ever belonged to the SMC executive? Yes [] No []

7. If yes. What office duty did you hold in the local SMC
- (a) Chairman [] (b) Secretary []
- (c) Treasurer [] (d) Executive Member []
- (e) No Office Held [] (f) Note a member []
8. Have you ever belonged to the PTA executive? Yes [] No []
9. If yes, what office duty did you hold in the local PTA?
- (a) Chairman [] (b) Secretary []
- (c) Treasurer [] (d) Executive Member []
- (e) No Office Held []
10. Please who are you?
- (a) Head of the school [] (b) Teacher [] (c) Parent []
- (d) SMC Executive member [] (e) PTA Executive member []
11. Highest professional status
- (a) Certificate 'A' [] (b) Assistant Superintendent []
- (c) Superintendent [] (d) Senior Superintendent []
- (e) Principal Superintendent [] (f) Assistant Director []
- (g) Other
- Specify.....

SECTION B

Write or tick (✓) the appropriate response in this section.

12. Do you know the aims and objective of PTA?
- (a) Yes [] (b) No [] (c) Not Sure []

13. Does PTA generate community support?
(a) Yes [] (b) No [] (c) Not Sure []
14. Does PTA provide toilets, urinals and play ground for the school?
(a) Yes [] (b) No [] (c) Not Sure []
15. Does the PTA often increase pupils enrolment?
(a) Yes [] (b) No [] (c) Not Sure []
16. Does PTA repair school furniture?
(a) Yes [] (b) No [] (c) Not Sure []
17. Do community members provide financial resources for school projects?
(a) Yes [] (b) No [] (c) Not Sure []
18. Do parents respond to PTA levies?
(a) Yes [] (b) No [] (c) Not Sure []
19. Do parents enroll all children in school?
(a) Yes [] (b) No [] (c) Not Sure []
20. Do parents provide supplies (books, uniforms, pens etc)?
(a) Yes [] (b) No [] (c) Not Sure []
21. Do parents make special efforts to visit school regularly?
(a) Yes [] (b) No [] (c) Not Sure []

SECTION C

The following questions should be answered by respondents. Please tick (✓) the appropriate column to indicate your level of agreement or disagreement.

- (a) Strongly Agree (SA) (b) Agree (A) (c) Not Sure (NS)
 (d) Disagree (DA) (e) Strongly Disagree (SDA)

| | Statement | SA | A | NS | DA | SDA |
|----|---|----|---|----|----|-----|
| 22 | Does SMC let parents feel that the school belongs to them? | | | | | |
| 23 | Does SMC help solve problems of pupils? | | | | | |
| 24 | Does SMC help solve problems of teachers? | | | | | |
| 25 | Has the SMC made any future plans for the development of the school? | | | | | |
| 26 | Does SMC regularly supervise teacher attendance? | | | | | |
| 27 | Are community members active in school issues? | | | | | |
| 28 | Is SMC representative of the community include women? | | | | | |
| 29 | Does SMC ensure that the school premises are kept in structurally good state? | | | | | |

SECTION D

The following questions should be answered by respondents. Please tick (✓) the appropriate column to indicate your level of agreement or disagreement.

- (a) Strongly Agree (SA) (b) Agree (A) (c) Not Sure (NS)
 (d) Disagree (DA) (e) Strongly Disagree (SDA)

| | Statement | SA | A | NS | DA | SDA |
|----|--|----|---|----|----|-----|
| 30 | Does PTA help in administration of the school? | | | | | |
| 31 | Does PTA encourage cooperation between parents and teachers? | | | | | |
| 32 | Does PTA promote the welfare of the children? | | | | | |
| 33 | Does PTA promote welfare of the school as a whole? | | | | | |
| 34 | Does PTA organize appeal for funds for school project? | | | | | |
| 35 | Does PTA regularly supervise teacher attendance? | | | | | |
| 36 | Are community members active in school issues? | | | | | |
| 37 | Are women included in PTA representatives? | | | | | |
| 38 | Does PTA visit school regularly to monitor children's performance? | | | | | |

SECTION E

The following questions should be answered by respondents. Please tick (✓) the appropriate column to indicate your level of agreement or disagreement.

- (a) Strongly Agree (SA) (b) Agree (A) (c) Not Sure (NS)
 (d) Disagree (DA) (e) Strongly Disagree (SDA)

| | Statement | SA | A | NS | DA | SDA |
|----|--|----|---|----|----|-----|
| 39 | Does parents support teachers i.e. provide accommodation? | | | | | |
| 40 | Do parents provide all of the school needs (fees, uniforms, books, pencils etc)? | | | | | |
| 41 | Do parents request for improvement in teaching and learning? | | | | | |
| 42 | Are the parents performing their roles? | | | | | |
| 43 | Is the community willing to commit resources to education project? | | | | | |
| 44 | Do you attend PTA meetings in the year? | | | | | |
| 45 | Do you have interest in PTA meeting | | | | | |
| 46 | Do all PTA executive members attend such meetings? | | | | | |
| 47 | Are women active participants in school related meetings? | | | | | |