UNIVERSITY OF EDUCATION, WINNEBA

THE STATE OF COMMUNITY PARTICIPATION IN THE DEVELOPMENT OF BASIC EDUCATION IN ZONGO-MACHERI IN THE KRACHI-NCHUMURU DISTRICT OF THE OTI REGION

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A dissertation in the Department of Social Studies,
Faculty of Social Science Education, submitted to the School of
Graduate Studies in partial fulfillment
of the requirement for the award of the degree of
Master of Philosophy
(Social Studies)
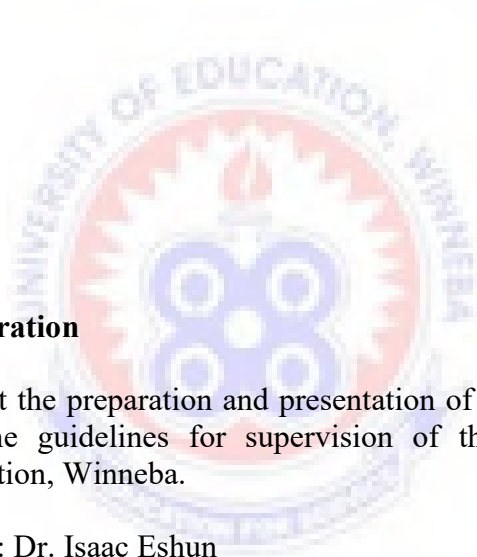**in the University of Education, Winneba**

MAY, 2020

DECLARATION

Student's Declaration

I, Isaac Kwaku Agyane, hereby declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature…………………………………

Date…………………………………….……

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name of Supervisor: Dr. Isaac Eshun

Signature………………………………….

Date…………………………………….……

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DEDICATION

To the memory of my late father (Mr. Kwabena Agyane), my late mother (Madam Yawah Aneabeh), my wife (Esther Wiafe) and my lovely daughter (Doreen Abena Agyane).

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ABSTRACT

The purpose of the study was to discuss state of community participation in the development of basic education in Zongo-Macheri in the Krachi-Nchumuru District of the Oti Region. The research was a case study using the qualitative research approach. The sample size for the study was 20. The purposive sampling procedure was applied in selecting the study participants. Data collected from the interviews and observations were analysed using the inductive content analysis approach. The study revealed that apathy and lack of commitment of teachers and parents, lack of regular supervision, and inadequate supply of basic educational materials by the government and parents undermined effective community participation in the development of basic education in Zongo-Machery. The study also discovered that challenges such as the politicization of educational policies, negative attitude of parents, financial challenges, and low level of education (illiteracy) hindered community participation in schools in Zongo-Macheri in the Krachi-Nchumuru District. It also emerged from the study that despite the numerous challenges confronting community participation, it also had so many benefits which could inure to the benefit of the community and the society as a whole if properly harnessed. These include discipline, promoting better academic performance and meeting welfare needs of the students and teachers alike. Based on the findings arrived at, it is recommended that all the stakeholder in education delivery must be seen to attach urgency to the provision of adequate infrastructure, teachers, conducive environment ant teaching/learning resources needs of the basic schools. The stakeholders should therefore, rededicate and channel their collective efforts into community participation in order to reap the full benefits of community participation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is regarded as both consumer and public good because it offers satisfaction for the consumers and serves as a catalyst for developing the human resource base which is very indispensable for socioeconomic transformation of nations (Kusi, Antwi & Bampo, 2018). Education is recognized as a basic human right as well as an instrument to fight poverty and to promote economic advancement for developing countries (Adu-Gyamfi, 2014; Barmao-Kipanui, Kindiki & Lenan, 2015). In Ghana, the 1992 Constitution Article 25 (1a) and the Children's Act, 1998, lends credence to the right to education as a universal human right. Every child therefore, male or female, has the right to basic education. Over the years, quality basic education has proven to engender substantial positive currency both to the pupils and the society in general (Abdinoor, 2008). Suffice it to say that quality basic education enhances the reasoning ability of the individual, forms the bases for increasing the number of skilled human resource, increases national productivity and fosters good governance, which will ultimately lead to the overall economic growth and development of a country. Education in Ghana at the different levels namely basic, secondary and the tertiary, gives attention to human capital development hence its propensity to generate economic development.

It is widely recognized that community participation in schools has become an integral part of our educational system and has played a vital role in the development and provision of education to children worldwide (Roekel, 2008).

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Even though the school forms the bases for the subsequent acquisition of skills, knowledge, values and attitudes, as well as the nurturing of talents for the development of the individual and the nation, this can only be possible when there is effective and visible collaboration between all the stakeholders. There is the need for the community stakeholders of schools to understand the relevance of education and collaborate with the government and other relevant agencies for the education of the younger generation (Namphande, 2007).

Community participation is the contribution members of the community make to facilitate an educational program within the framework of the national development agenda (Baku & Agyeman, 2002). Community participation is that in which citizens and social agencies interested in and affected by the schools are partners in making important school policy decisions in areas such as curriculum planning, selection of school personnel, budget and planning towards quality and accessibility. One can, therefore, say that community participation in education is a process whereby the community in which the school is situated shares common responsibilities in providing quality and accessible education for the children in the society.

According to Bekoe and Quartey (2013), until the middle of the twentieth century, responsibility for providing educational facilities for children rested more with the Ghanaian community. Communities have played vital roles in the development and provision of education. Many of the basic schools in Ghana were originally initiated by communities. They independently recruited teachers and provided places of learning for their children. As the schools progressed, they were absorbed into the public school system. This led to management and control of the schools shifting to central government and the subsequent decrease in community involvement.

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Arguably, this gradual takeover of the educational delivery by the government over a long period has had a reversed effect on the local communities' commitment and involvement in the quality, management and access or participation in education in Ghana.

According to World Conference on Education for All (WCEFA), (1990), it is imperative to regenerate partnerships at all sub-sectors of education among government and non-governmental organizations, the private sector, local communities, religious groups and families for quality education. In line with Ghana's decentralization process, the Education for All/Fast Track Initiative, and the Paris declaration on Aid Effectiveness, participatory approach was recommended for education planning at the various levels of education (Addae-Boahene, 2007). Therefore, stakeholders such as Unit Committees (UC), School Management Committees/Parent Teacher Associations (SMC/PTAs), Community Religious Leaders (CRLs) and District Education Oversight Committee (DEOC) were to be part of the planning and implementation of the various educational decentralization plans (Ministry of Education, 2003).

These stakeholders are to make school authorities and teachers more responsible and accountable to enhance the communities' sense of ownership and participation in education service delivery (Akyeampong, 2007). According to Fowler (1998), community participation ensures that beneficiaries are involved in their own development so that they would not only have a say in their development but also be able to take charge and control of the management of such projects within their jurisdictions. This will in turn help to ensure that education provided is of good quality and relevant to children's future lives. Community participation can therefore

bring parents and school authorities to work jointly for the development of the school, to raise funds to support infrastructural projects, and/or provide some basic needs like furniture, sports equipment, library books and supplementary school requirements (Addae-Boahene, 2007). These bodies which are recognized in Ghana's educational sector can bring improvement in educational pursuits of the nation and ultimately promote the human resource development of the nation if they are helped to function well.

However, there are numerous challenges impacting community participation which according to Sango (2016), are deeply rooted in parents' low standard of living, community attitude towards education, family income levels, and school-community relations. Similarly, Ngesu, Gakuru, Okuro, and Kahingi (2013) have established that high cost of living coupled with high unemployment rates contributed to negligible community participation in the development of basic schools. This overarching and generally murky state of community participation therefore constitutes the bases for this study.

1.2 Statement of the Problem

The provision of quality education has never been a solitary adventure. Indeed, it has always demanded a collaborative and a concerted effort of all those who matter to make the enterprise effectively functional. It is not an exaggeration to suggest that community participation in education is as old as education itself and community members have always played active roles when it comes to education delivery in Ghana. However, literature reviewed for this study show that some communities, especially the rural ones in developing countries, appear to lack the capacity and interest to participate effectively in providing basic education in their schools. In the

view of Ngesu, Gakuru, Okuro, and Kahingi (2013), communities in rural areas had low morale and negative attitudes towards education of their children. They, further, argue that high cost of living, high unemployment rates, and apathy of stakeholders have negatively affected community participation in the development of education. In concurrence, Chevedza, Wadesango, and Kurebwa, (2012) emphasized that poverty poses serious challenges to rural people's effort to provide educational support resources for their children in the homes and school.

The situation is not different in Zongo-Macheri in the Krachi-Nchumuru District of the Oti Region. The running of the schools program had been challenging as many parents did not attend PTA or SMC meetings or contribute towards the building of the school. the school community (stakeholders) were perceived to be apathetic to the needs, activities, programs and vision of the basic schools especially public schools. It must be emphasized that effective participation in all educational institutions leads to high academic performance. Sylva, Methuish, Sammons, Blatchford, and Taggart (2004), contend that children who are well fed, attend school regularly and whose parents get involved in school activities are most likely to succeed in school. Also, quality teaching and learning takes place in an environment where relationships among educators, parents and teachers are friendly (Dorman, 2002) and parents support learners in their homework (Protheroe, 2009; Flynn, 2007).

Although there are still places where communities organize themselves to operate schools for their children today, community participation in education delivery according to Ahwoi (2010), leaves much to be desired in several communities. As far as community participation in the development of basic education is concerned, researchers are yet to bring Zongo-Macheri in the Krachi-Nchumuru District into their

klieg light. Equally important is the fact that despite efforts by the stakeholders of education to participate in basic school development (i.e. enrolling of children in school, payment of school fees, monitoring pupils learning, effective teaching, taking part in PTA and SMC activities, monitoring and supervising teaching and learning, provision of TLMs, provision of educational infrastructure, among other things), they are confronted with a myriad of challenges. This study, therefore sought to explore and fill the gap by gathering data from educators and the stakeholders of basic schools in Zonggo-Macheri to ascertain the current state of community participation in the development of basic education in Zongo-Macheri..

1.3 Purpose of the Study

The purpose of the study was to explore the currentstate of community participation in the development of basic education in Zongo-Macheri in the Krachi-Nchumuru district of the Oti Region.

1.4 Research Objectives

The objectives of the study were to:

1. Explore the current state of community participation in the development of basic schools in Zongo-Macheri in the Krachi-Nchumuru District.

2. Analyze the expected roles of community stakehikders in the development of basic schools in Zongo-Macheri in the Krachi-Nchumuru District.

3. Discuss the benefits of community participation in the development of basic schools in Zongo-Macheri the Krachi-Nchumuru District.

4. Assess the challenges that hinder the participation of community in schools in Zongo-Macheri inthe Krachi-Nchumuru district.

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1.5 Research Questions

1. What is the current state of community participation in the development of basic education in Zongo-Macheri in the Krachi-Nchumuru District?

2. What are the expected roles of community stakeholders in the development of basic education in Zongo-Macheri?

3. What are the benefits of community participation in the development of basic schools in Zongo-Macheri?

4. What are the challenges that hinder the participation of communities in the development of basic schools in Zongo-Macheri?

1.6 Significance of the Study

The findings will generally throw the klieg light on community participate in the administration of basic schools in Zongo-Macheri in the Krachi-Nchumuru District through the exploration of the current state of community participation in the development of basic education. It will reveal useful information on the various roles that the school community stakeholders are expected to play in the development of the basic schools. This will enable them act as ―watchdogs‖ over each other and keep propping themselves up in their community participation roles in Zongo-Macheri. Moreover, the study will bring to the fore the extent to which the community stakeholders of education in Zongo-Macheri have supported the schools with regard to the provision of some facilities and human efforts to improve teaching and learning. This will enable the stakeholders make a fair assessment of what more is left to be done in that regard. The study will also bring to light the level of parents' and guardians' participation in PTA meetings to help the school administrators to know

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how responsive parents and other stakeholders are to the needs of their wards and to education in general.

The research will also unearth the nature of challenges the community stakeholders encounter in their bid to engage to promote quality basic education in Zongo-Macheri in the Krachi-Nchumuru District. Finally, the nature of the relationship that exists between the community and the basic schools will be brought under scrutiny so that same will help the stakeholders gauge the extent to which the relationship is affecting the provision of quality education in Zongo-Macheri in the Krachi-Nchumuru District and the way forward.

1.7 Delimitation

The scope of the study covered current situation of community participation in the development of basic schools, the expected roles of community stakeholders in the development of basic schools, benefits of community participation in the development of basic schools and the challenges that hinder the participation of the community stakeholders in the development of the schools in Zongo-Macheri in the Krachi-Nchumuru District.

1.8 Definition of Terms

Community: This refers to a group of people, irrespective of their geographical location, who are bonded by their sense of belongingness, concern and their collective responsible for the education of the learner. This point of view found expression in the third category of community by Bray (1996), (as cited in Uemura (1999a) in his study on community financing of education. In the said study, Bray (1996), (as cited in Uemura, 1999a) defined this third category of community as one that is based on

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shared family or educational concerns, which include parents associations and similar bodies that are based on families' shared concern for the welfare of students

Community Participation: This refers to the involvement of the school community in the decision-making process, management, governance or running of a school and investing time, human sfflorts and capital resources/money towards its success.

Basic schools: This comprises primary and Junior High Schools.

Stakeholders of education: Stakeholders as used in this study involve the entities that are directly and indirectly affected by and concerned with the successes or failures of an educational system (Roundy, n. d). this is in consonant with the opinion of The Great School Partnership, Glossary of Education Reform (2014, p. 1) which defined ─Stakeholders" in education as

> anyone who is involved in the welfare and success of a school and its students, including administrators, teachers, staff, students, parents, community members, school board members, city councilors and state representatives. .

1.9 Organization of the Study

The study was organised into five main chapters. The first chapter gives an account of the background to the study, the statement of the problem, the purpose of the study, research questions, significance of the study, and delimitation of the study as well as the definition of terms.

The second chapter reviews related literature to the study. It also covers the empirical evidence and theoretical framework of the study. The third chapter focuses on the research approach and design, research setting, population, sample size and technique, instrumentation, pre-testing of instrument, source of data, adequacy and

trustworthiness of the study, data collection and data analysis procedure, data management as well as ethical consideration and limitations. Chapter four contains presentation and analysis of results and discussion of findings of the study. The fifth chapter contains the summary, conclusion and recommendations. It also covers the limitation of the study and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature relevant to the study. The literature was reviewed with themes undergirded by the Theory of Margins. To this effect, the related literature that were reviewed comprises the concepts of education, basic education, importance of education and its relevance to national development, community participation, forms/levels/degrees of community participation in education, typology and intensity of community participation, the stakeholders of education and their relevance to the development of education, community participation in basic school development, District Education Oversight Committee (DEOC), the participation of School Management Committees (SMCs) in basic school development, the participation of Parent Teacher Associations (PTAs) in basic school development, parents involvement school management, teachers' involvement in basic school development, pupils' participation in basic school development, benefits of community participation in the development of basic education and challenges of community participation in education delivery. Empirical as well as theoretical review (the theory of margin) was also carried out.

2.2 Education

As with many other concepts in academia, education does not easily lend itself to one sacrosanct definition. Consequently, different scholars across time and space have defined it differently. For instance, whereas some scholars perceive it as knowledge, others see it as a process or a subject (Parankimalil, 2012). Where there seem to be unanimity perhaps, is the fact that no society can develop without education.

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The word education is believed to have originated from the Latin word ‒educare"
meaning to "bring up", "bring out", "bring forth what is within", "bring out potential"
and "to lead" (Sharma, Sadawarti and Anjum, (2012, page 58). In ancient Greece,
Socrates strongly held the view that education was about drawing out what was
already within the student (Vanada, 2012). Education in the largest sense is perceived
to be any act or experience that has a formative effect on the mind, character or
physical ability of an individual.

According to Aggarwal (1995), education refers to the purposeful transmission of
societal culture to the younger generation to enable them fit well into the society. This
presupposes that education which is largely seen as a means by which a country
makes frantic efforts to mold and shape the self-consciousness of its citizens (Akhtar,
2007) must be accessible by all regardless of their race, religion, ethnicity or social
status. Education is not merely the impartation of knowledge but a social institution
mandated to offer mental, physical and ideological training to the citizenry in order to
enable them actualize their mission and purpose in life to the fullest (Allama Iqbal
Open University, 2002). To this end, education can be said to mirror the current needs
of society

 Bhushan as cited in Afful-Broni and Ziggah (2006, p. 11) defines education as ‒the
transmission of knowledge by either formal or informal methods." Here, education is
likened to the process of socialization through formal or informal means. Despite the
lack of consensus on a generally accepted definition of education, some scholars
believe that the concept can be brought under three major types: formal, informal and
non-formal education (The Organization for Economic Co-operation and
Development (OECD) (2005).

Accordingly, the OECD (2005) defines formal education as the process by which learners are taken through a well-structured and systematic program of instructions in an educational institution established for that purpose and at the end of which certificates are awarded to the graduates. Similarly, Afful-Broni and Ziggar (2006), defined formal education as that process of acquiring new knowledge and skills through structured teaching. This means that formal education, by its organic nature, is the process by which learners acquire the requisite knowledge, skills and attitudes in schools and institutions through carefully planned and structured curriculum. As part of the structured and planned nature of formal education, learners are certificated after a successful completion of the stipulated duration for the training.

The Ghana 2007 Education Reform Act as cited in Ahetor-Tsegah (2011), Eshun (2015) and Ghana Education Service (2008) classified the structure of the formal educational system of Ghana as follows:

- Basic education level: 11 years (2 years of early childhood education, 6 years primary and 3 years of junior high school education)

- Second cycle education: three years (3 years of senior high school education).

- Tertiary level education: comprising diploma programs at teacher training institutions and polytechnics, as well as undergraduate programs ranging from a minimum of three years (for diploma programs) and four years (for undergraduate degree courses) (Eshun, 2015).

Regardless of the simmering debate about the definition of education and by extension its classification into formal, in-formal and non-formal, the working definition of ―education" adopted for the purpose of this research is that it is the conscious, structured and planned process by which the requisite knowledge, skills,

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values, norms, attitudes, and the general culture of society are transmitted, through educational institutions, to the younger generation to enable them function as responsible members. In the view of UNESCO (2000) therefore, illiteracy, the absence of education, is one of the factors that contribute to the stagnation of socioeconomic development especially in less developed countries. In a nut shell, education as used in this research work is the deliberately designed vehicle through which the knowledge, culture, values, attitudes, and skills are transmitted from generation to generation through educational institutions.

In the light of the above, scholars generally agree, and rightly so, that education is the driving force for eliminating abject poverty and improving health, gender equality, peace, and stability especially in the less developed countries. Education is therefore seen as the means to societal growth and development (Mehta and Poonga 1997).

Education can be seen both as a condition for development and a characteristic of development. This is justified by Todaro and smith (2011, p. 359) when they dilate on the concept as ―fundamental to the broader notion of expanded human capabilities that lie at the heart of the meaning of development". Education is both a developmental and a human right issue and as such it cannot be taken for granted. Whereas 59 million children and 65 million adolescents are out of school globally, in excess of 120 million children do not complete primary education (World Economic Forum 2015). The world over, the development of education has been and still continues to be guided and propped up by both international and local legal instruments including the 1980 United Nation Convention on the Rights of the Child (UNCRC) as cited by the World Education Forum, (2000), and the 2000 Millennium Development Goals (MDGs) (GES, 2008). For example Colleen and Carlos (2001),

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cited in Growe and Montgomery (2003) submit that after the landmark United States Supreme Court ruling (Brown vs. Board of Education of Topeka), education has largely been perceived as a distributor of wealth, making the concept of equality not only a moral/social necessity, but an economic one as well. Gonzalez (2001) as cited in Growe, and Montgomery (2003, p. 1) echoes the same sentiment by saying that education is the great equalizer in a democratic society, and if people are not given access to a quality education, then what we are doing is creating an underclass of people who will challenge our very way of life.

In a rather controversial twist, Lee and Burkam (2002) contest the perception of education being a ―great equalizer‖ (p. 1). When they argue that public educational institutions, by their very nature, hardly live up to their mandate of ensuring that every child of school going age is given an equal chance to excel, both in school and in life. Lee and Burkam (2002) attribute the inability of public schools to live up to the task (especially under resourced rural schools) to factors such as, inadequate teaching/learning materials (TLMs), inadequate qualified teachers, underdevelopment and lack of major social amenities, poor parental support, etcetera.

Orr (2004) perceives education in the spectrum of sustainability of life when he said:

> ―Education is no guarantee of decency, prudence or wisdom. Much of the same kind of education will only compound our problems. This is not an argument for ignorance but rather a statement that the worth of education must now be measured against the standards of decency and human survival – the issues now looming so large before us in the twenty first century. It is not education but education of a certain kind that will save us‖ (page 8)

In the view of Orr, (2004) and Parankimalil (2012), not all education will automatically engender decency, prudence, or wisdom. They argue further that more

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of the current kind of education will only make society worse of. The issue with this point of view is that ―decency‖ as used by Parankimalil (2012) and Orr, (2004) is culture specific. Therefore, what is decent in one culture may not be deemed as such in another culture.

2.2.1 Basic Education

In Ghana, the principal educational act of 1961(Ghana Education Service (GES) (2004) which states in section 2(1) that:

> Every child who has attained the school going age as determined by the Minister shall attend a course of instruction as laid down by the Minster in a school recognized for the purpose by the Minister.

Article 38 sub-sections 2 of the 1992 constitution further mandate the provision of education as a basic right for every Ghanaian child. The constitution unequivocally states that:

> ―The government shall within two years after parliament first meets after coming into force of this constitution draw up a program for the implementation within the following ten years for the provision of a free, compulsory universal basic education‖.

According to the International Standard Classification of Education (ISCED), (1997) and Aheto-Tsegah (2011), basic education comprises the two stages of primary education (kindergarten and primary 1-6) and lower secondary education. Basic education as a concept was immensely dealt with in the 1997 ISCED document. However, because the parameters of the concept itself were not that sacrosanct and binding on member countries, it gave room to each country to interpret and define it in different ways as they deemed it fit. This culminated into the issuance of a discussion paper seeking a clarification in the run up to the 2011 revision.

Thus, the ISCED (1997) level 1 (the first 6 years of schooling) in many jurisdictions such as Ghana coincided with the country's existing primary education whilst basic education extends to ISCED level 2 (the lower level of secondary school). However, in other jurisdictions where primary and lower secondary education is a continuum, ―basic education‖ extends to the full length of the compulsory school period. Basic education constitutes a very crucial stage of every nation's educational system since it constitutes the formative years of the child and serves as the foundation on which subsequent higher levels of education hinge. For this reason, universal basic education is a priority area for especially the less developed countries as it constitutes a subject of interest for the education for all agenda under the auspices of UNSECO. It does not therefore come as a surprise for universal basic education to be captured as a key element of the Millennium Development Goals (goal 2). World Vision International (2015) underscored the fact that most West African countries including Ghana missed a hundred percent achievement of the Millennium Development Goal 2 (achieving universal primary education by 2015) even though the overall success story is said to be remarkable.

Basic education in Ghana consists of 11 years comprising Kindergarten/early childhood education (2 years), primary (6 years) and junior high school (3 years) (Aheto-Tsegah, 2011). Basic education in Ghana (Age 4-15) is free and compulsory and it is perceived to be the fundamental level of education that will equip the child with the requisite basic literacy, numeracy, and problem-solving skills as well as skills for creativity and healthy living in the society. At the exit point of the basic education and before progressing to the next level on the educational ladder, students are

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expected to sit for the Basic Education Certificate Examination (BECE) (Ghana Education Service 2008).

According to Ahetor-Tsegah (2011, p. 2),

> The number of schools at kindergarten, primary and junior high levels has increased substantially over the past few years. For example, the number of kindergarten schools rose from 7,009 in 2004/05 to 17,471 in 2009/10. Total enrolment is also rising strongly, with the number of children attending kindergarten having increased by 6.3 per cent in 2009/10, and by 8 per cent in the previous year.

Unfortunately, making basic education accessible to every Ghanaian child still remains a mirage in our part of the world. Regardless of the fact that Goal 6 of the Dakar Framework for Action was very categorical on the necessity of all aspects of the quality of basic education to engender a sustained supply of human resource of countries. Schaefer (2000) submits in his global study of ―Assessing Learning Achievement‖ that African countries dominate in the league of countries whose children attained less than 50% literacy, numeracy and mastery of basic life skills. For this reason Schaefer (2000) concludes that a lot of these children are unable to acquire the expected fundamental functional skills of reading, writing and enumeration after the full length of their basic education. In concurring to the claim by Schaefer (2000), avers to the effect that after basic school education, a large number of pupils in developing countries lack the fundamental set of cognitive and non-cognitive skills. These are the knowledge and skills that prepare the young person to develop competence to enable them function effectively and responsibly, first, to themselves and then to, the society as whole.

2.2.2 Importance of Education to National Development

‖Development lies in the minds of the people. The level of education of people determines their level of development", (Wedam, Quansah & Debrah, 2015, pp. 129-141). To say that education is important and that it brings everything in perspective would be an understatement. Education is an instrument that remains silent but has the greatest impact on a nation's development because it is the thrust of knowledge that enables man to adjust constantly to the changing environment. Therefore, how we develop, how we confront our daily socioeconomic challenges and the strides we make in all spheres of life both as individuals and as nations are predicated on education. Education is a force that makes nations stand out and defend themselves in the international front (Malan, 2017). This is because education is very crucial to spur national development and it constitutes the measure between developed and developing countries. Sivakumar and Sarvalingam (2010, p. 20) establishes further that *"education is one of the basic needs for human development and to escape from poverty"*

It is also very imperative to note that the development of the human resource base of every country makes possible all manner of development achievements. This development cuts across all spheres of life including health advances, agricultural and industrial innovations, effectual and efficient public administration and private sector growth. For the full benefits of human resource development to accrue to any country therefore, there must be a conscious attempt to unleash the potential of the human mind. And there is no better tool for doing so than education (King, 2011).

McCartney (2015) argues that education is a crucial and strategic investment for human and economic development and it is influenced by the environment within

which it takes place. The element of continuity and change are highly hinged on education and its pace and direction is determined by the society. More insistent today than before, schools and colleges are being confronted by the task and creative challenge to educate and produce men and women who can think outside the box and make new scientific and technological breakthroughs in order to find relevant solutions to impelling contemporary world problems (McCartney, 2015).

Every country, irrespective of their economic status, stands to gain immensely from more and better education. To this end, economic researchers have established a positive nexus between education and productivity especially in the realms of human capital theory. Downes (2001) submits that education plays three basic roles in society:

1) it provides for the preparation and training of skilled human resources to cater for the needs of the economy

2) it facilitates by means of trained personnel, the generation and advancement of knowledge in the pure and applied fields.

3) it performs a consciousness-raising function of the social, political, economic and physical environment

It is believed that education increases the productivity of workers "by imparting the basic skills and knowledge of the three ―Rs", by providing highly vocational prepackaged skills and techniques that can be applied directly and immediately to a particular job and by inculcating appropriate values, desirable work habits, agility and clarity of mind, ability to solve and adapt to change" (Magien, 1990, p. 281). In the view of Downes (2001) therefore, education increases both the cognitive and non-cognitive (social) skills of workers and thereby enabling them to perform more

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efficiently. In other words, education invariably leads to improved quality of input and ultimately the quantity of output in the production process. A recent OECD report as cited in World Economic Forum (2015) indicates that, providing every child with access to education and the skills needed to participate fully in society would boost GDP by an average 28% per year in lower-income countries and 16% per year in high-income countries for the next 80 years.

Similar to the view of Downes (2001), citing Lau, Jamison and Louat, (1991, p. 2) submit that ―A number of channels can be identified through which education affects economic growth, productivity and development It enhances the ability of an individual:

- to perform standards tasks and to learn to perform new tasks

- to receive and process new information

- to evaluate and adjust to changed circumstances

- helps to reduce subjective uncertainty and unnecessary anxiety and thereby enhances the probability of adoption of new technologies or practices

- helps to bring about innovations in the production technology and stimulate creative talent

- by enabling the acquisition of the necessary skills it provides the basis for the efficient use of physical capital and technology.

The relationship between education, pr oductivity and economic development as captured by Lau, Jamison and Louat (1991) and simplified by Downes (2001) is

depicted in a pictorial representation as seen in the diagram below.
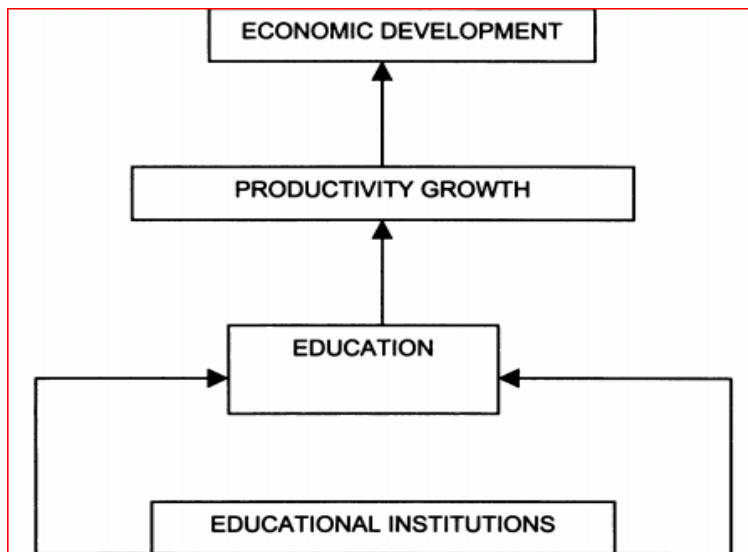
(Source: Downes, 2001)

Figure 1: The nexus between education, productivity and development

In conclusion, today's students who will be the manpower of tomorrow need contemporary knowhow such as critical thinking, problem solving, creativity, and digital literacy. They need to be abreast with new technologies and cope with a dynamic work environment and the ever increasing global labor demand. According to the International Labor Organization (as cited in World Economic Forum, 2015), more than 280 million hands will be needed by 2020 to meet globally labor demand. It is crucial for policymakers to ensure that the right frameworks and incentives are put in place by countries to ensure that their human resource base is harnessed through education to spur the needed development in the scheme of global development.

2.3 Community Participation

The concept of community is a tough and complex topic to deal with, because different scholars have different viewpoints of what it ought to be. For this reason, it is argued that 'community' lies in the eyes and methodology of the beholder.

As suggested by Uemura (1999a), communities are defined by different characteristics that its members share which may include culture, language, tradition, law, geography, class, and race. As Uemur (1999a, pg. 1) citing Shaeffer (1994) argues, ―some communities are homogeneous while others are heterogeneous; and some united while others conflictive. Some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government, and some are governed by leaders imposed from above and represent central authorities"

Bray (1996), (cited in Uemura (1999a) outlines three types of communities, applied in his study on community financing of education. The first one is geographic community, which is defined according to its members' place of residence, such as a village or district. The second type is ethnic, racial, and religious communities, in which membership is based on ethnic, racial, or religious identification, and commonly cuts across membership based on geographic location. The third one is communities based on shared family or educational concerns, which include parents associations and similar bodies that are based on families' shared concern for the welfare of students

As Claridge (2004) observes, there is no commonly agreed definition of participation. This apparent vagueness and lack of conceptualisation of the concepts of participation

and empowerment often provoke confusion among the academia over what constitutes participation or not.

Community participation generally refers to the involvement of members of a community in decision making process and common goal achievement. In view of this, Cavaye (2010), posits that community participation in development context refers to involvement by members of a community to predetermined programs and objectives with diminishing external assistance or intervention. The involvement and endorsement of community members in intervention programs or initiatives from a central government, community based organization, non-governmental organization or corporate groups can serve as illustration of community participation. Community participation has been described as an active involvement of a community at least in some aspect of planning and implementation where the key objectives are the incorporation of local knowledge and resources into the initiative (Mansuri & Rao, 2013). A more complex definition has been proposed by Ratanavaraha and Jomnonkwao (2013) as a process of enabling people to involve in planning and implementation of development initiatives with collaborative thinking and decision making geared at solving their problems. It involves the use of mutually creative generation of knowledge and skills alongside appropriate guiders as well as monitoring the implementation and related staff of community projects. For Grant (1979) community participation is an expression of political decentralization which entrusts to more than one group of citizens, all or some position of decision making responsibilities formally reserved for the professional administration. On the question of how essential community participation (CP) is to development in general, Burns, Heywood, Taylor, Wilde and Mandy (2004, pg. 2-3) have outlined the following:

- Active participation of local residents essential to improved democratic and service accountability.

- It enhances social cohesion because communities recognize the value of working in partnership with each other and with statutory agencies.

- It enhances effectiveness as communities bring understanding, knowledge and experience essential to the regeneration process. Community definitions of need, problems and solutions are different from those put forward by service planners and providers.

- It enables policy to be relevant to local communities.

- It adds economic value both through the mobilization of voluntary contributions to deliver regeneration and through skill development, which enhances the opportunities for employment and an increase in community wealth.

Education takes place not only in schools but also within families, communities, and society. Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100 % responsibility for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing, and educating of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society. Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively

when these different groups of people collaborate. Accordingly, it is imperative to establish and continuously attempt to develop partnerships between schools, parents, and communities.

Community participation in the realms of education involves stakeholders making important school policy decisions in areas such as infrastructure, staff recruitment, and budget and planning (Narwana, 2010). Suffice to say that community participation in education is a process whereby the school community shares common responsibilities in providing quality education for the children in the society. Community participation in this sense may also refer to the interest that parents show in their children's schooling by way of enrolling them in schools, providing their basic school needs and talking to the teachers about the progress of the child. Olembo and Harold (1992) suggest that community and parents' participation extends to the funding of construction and maintenance of physical facilities aside the provision of other school needs through self-help initiatives. This is done through a two way communication whereby the school seeks to provide and obtain information about its programs and activities.

In a nutshell, community participation entails responsibility by the society and its members to do their best for each other with the full knowledge and understanding that the prosperity of the individual members of the society automatically inures to the society as a whole and vice versa. However, neither the individuals nor the society prosper without the full collaboration and esprit de corps of the relevant stakeholders. Therefore community participation is not without the deliberate pursuance of some defined objectives of developing education by stakeholders and working frantically and collectively towards the attainment of such objectives.

2.3.1 Forms/levels/degrees of community participation in education

The term ―participation" in education delivery can be perceived in various spectrums depending on the context. Shaeffer (1994) clarifies different degrees or levels of participation including:

1. The mere use of a service (such as enrolling children in school)

2. The contribution (or extraction) of money, materials, and labor

3. ‗Attendance‘ (e.g. at parents‘ meetings at school), implying passive acceptance of decisions made by others

4. Consultation on a particular issue

5. Participation in the delivery of a service, often as a partner with other actors.

6. Participation as implementers of delegated powers; and

7. Participation in ―real decision making at every stage," including identification of problems, the study of feasibility, planning, implementation, and evaluation (p. 23) Shaeffer (1994) stresses that the first four definitions use the word involvement and connote largely passive collaboration, whereas the last three items use the word participation instead, implying a much more active role.

Studies have identified various ways of community participation in education, providing specific channels through which communities can be involved in children‘s education. Colletta and Perkins (1995) illustrate various forms of community participation: (a) research and data collection; (b) dialogue with policymakers; (c) school management; (d) curriculum design; (e) development of learning materials; and (f) school construction. Heneveld and Craig (1996) recognized parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that

are relevant to the region: (1) children come to school prepared to learn; (2) the community provides financial and material support to the school; (3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction.

Williams (1994) argues that there are three models of Education and community participation. The first one is traditional community-based education, in which communities provide new generations of young people with the education necessary for transmitting local norms and economic skills. In this model, education is deeply embedded in local social relations, and school and community are closely knitted together. The government, taking a back seat role in meeting the specialized training needs of such communal establishments, plays a minor role, providing little basis for political integration at the national level. The second model is government-provided education, in which government has assumed responsibility for providing and regulating education. The content of education is largely standardized within and across the country, and the community having a diminished role to play. However, a lack of resources and management incapability has proven that governments cannot provide every community with adequate educational needs including fully-equipped school infrastructure, furniture, teachers and instructional materials. This triggers the emergence of the collaborative model, in which community plays a supportive role with government in the provision of education.

Epstein (1997) suggested ways to help children succeed in school and later life, and focuses on partnerships of schools, families, and communities that attempt to: (a) improve school programs and school climate; (b) provide family services and support;

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(c) increase parents' skills and leadership; (d) connect families with others in the school and in the community; and (e) help teachers with their work. The author summarizes various types of involvement to explain how schools, families, and communities can work productively together:

1. Parenting– to help all families to establish home environments that support children's learning at schools

2. Communicating– to design effective forms of school-to-home and home-to-school communication that enable parents to learn about school programs and their children's progress in schools as well as teachers to learn about how children do at home

3. Volunteering – to recruit and organize parent help and support

4. Learning at home – to provide information and ideas to families about how to help students at home with home-work and other curriculum-related activities, decisions, and planning

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

6. Collaborating with the community – to identify and integrate resources as well as services from the community in order to strengthen school programs, family practices, and student learning. Community participation in education from the above discussions, can be summarized as the various activities that parents/guardians and other stakeholders perform that are geared toward enhancing pupils comfort, performance and achievement.

The role of collaboration among critical stakeholders in the provision of educational services cannot be overstretched since it provides the route to higher performance and

achievement. The persistent widening gap in achievements of public and private basic schools is not merely due to large stocks of a variety of teaching and learning resources in the private schools as against the public schools alone, but also due to the visible concern and collaboration parents and children in private schools show in the education process. Educational provision and management cannot be undertaken by the school head and teachers in the school alone but by all the wider stakeholders together to ensure effectiveness and eventual success. This is the essence of the decentralization concept in education. The concept seeks to bring stakeholders of education on board to play their varied and collective roles to promote efficiency and effectiveness toward improved learning outcomes.

2.3.2 Typology and Intensity of Community Participation

Cornwall (2008) proposes the importance of understanding the differing degrees and kinds of participation. In this vein, Cornwall advises that most typologies of participation carry a normative assumption which places different forms of participation along an axis of good to bad participation. Many of these typologies and ladders of participation have been produced based on the intentions of the proponents. Key among them is Arnstein's (1969) ladder of participation which was originally developed in the late 1960s but still retains contemporary relevancy.

Arnstein's Ladder of participation is shown in Figure 2 below:
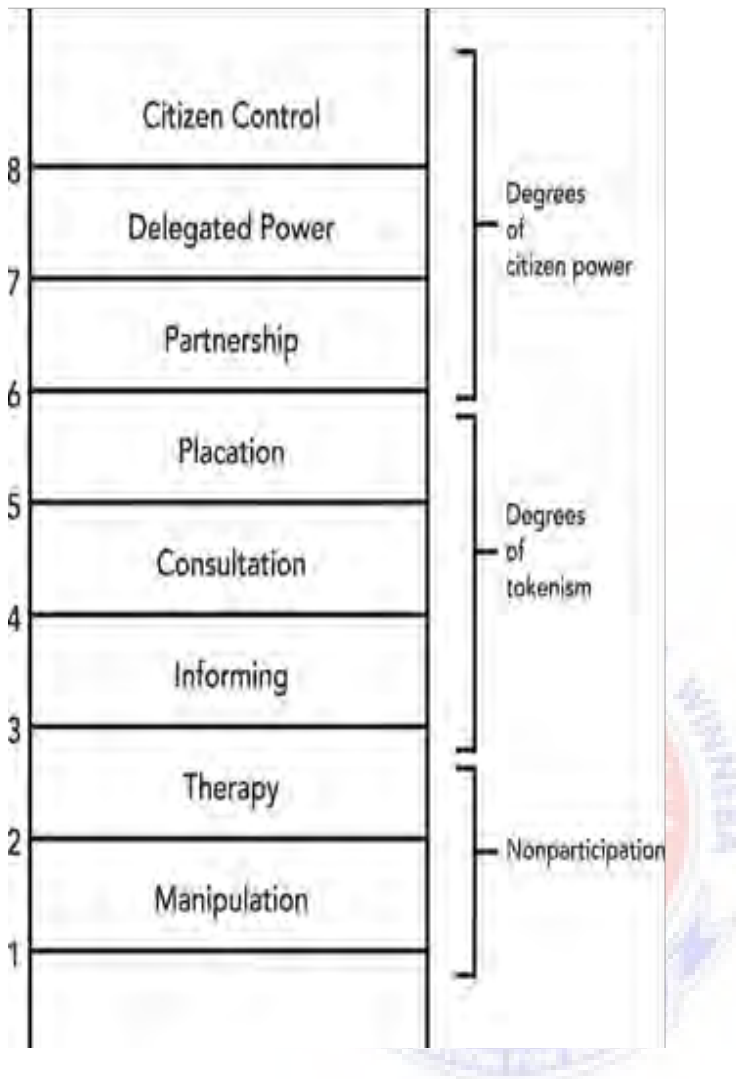
(Source: Kalembe, 2013).

Figure 2: Ladder of Participation

According to Arnstein (1969), Citizen Control appears at the top of the ladder, representing good forms of participation with a category at the bottom of non-participation in which therapy and manipulation are placed. On this ladder, a distinction is made between Citizen Power which includes Citizen Control, delegated power and partnership, and tokenism in which she includes consultation, informing and placation. Arnstein's ladder is important for this study because it will help explain

the stage along the ladder in which stakeholders' participation in the studied community schools would fall. This will help to give insight on the kind of participation which exists in community schools and areas for improvement will be identified. According to Lyndon, Selvadurai, Mat, Besar, Aznie, Ali and Rahim (2012), community participation usually have several elements such as planning and implementation, monitoring and evaluation as shown in Figure 3 below. These elements are very essential to community participation in that the members of the community should discuss, consult and reach consensus among them about any program or initiatives to be implemented in their community so all members could benefit and as a result enhance their quality of life.
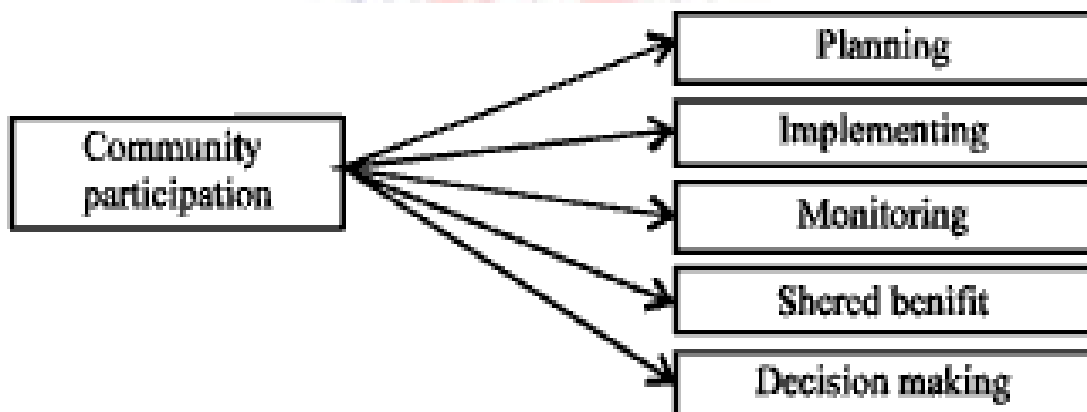
(Source: Lyndon et al., 2012)

Figure 3: Elements of community participation

Cavaye (2010), in his commentary, describes community participation as being like ―onion rings" (Figure 4). At the center of the ―core" of community efforts, there are a small number of highly committed and motivated people. Around the ―core" are the people who get involved in the activities organized by the core and provide the support to the core's initiatives, these are known as ―participants". In the third ring,

there are the ―observers‖, these are the people who normally watch and /or critically monitor the progress of the activities and initiatives developed by the ―core‖ and supported by the ―participants‖. Although ―observers‖ might have interest but the fact remains that they do not yet become actively involved. Around the ―observers‖, there is a larger circle that consists of the people that are ―aware‖ of the activities taking place in the community but are not interested to participate in such programs or activities. The last circle is constituted by the people in the community that are not aware of any of the activities or programs happening in their community.
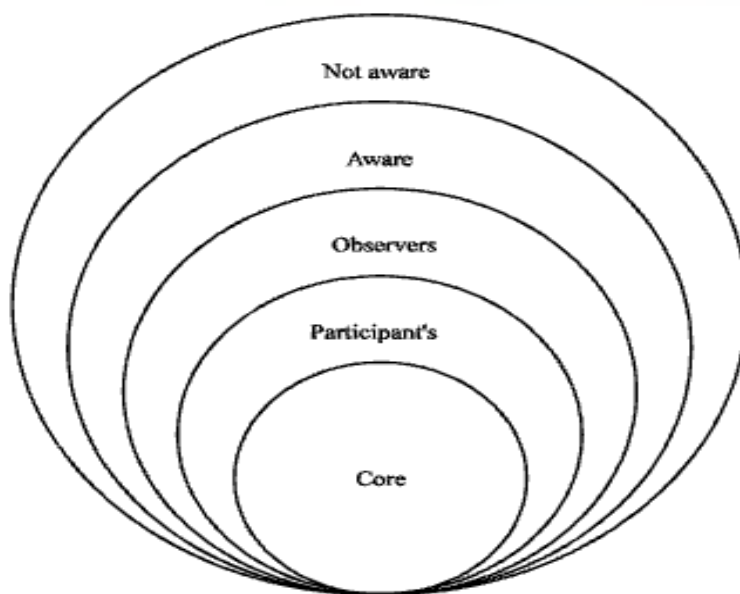
(Source: Cavaye, 2010)

Figure 4: Structure of community participation

2.4 The Stakeholders of Education and their Relevance to the Development of Education

The term ―stakeholder‖ generally refers to a person or a group of persons who have some level of interest in the affairs and success of an organization. In terms of education, a stakeholder is a person who typically has a vested interest and stake in

the success of a school or educational system. This includes administrators, teachers, old students associations, students, parents, community members, school board members, school counselors and the government.

Stakeholders in this regard involve the entities that are directly and indirectly affected by the successes or failures of an educational system (Roundy, n. d). ―Stakeholders" in education is also defined by The Great School Partnership, Glossary of Education Reform (2014, p. 1) as

> anyone who is involved in the welfare and success of a school and its students, including administrators, teachers, staff, students, parents, community members, school board members, city councilors and state representatives.

The Great School Partnership, Glossary of Education Reform (2014: 1) further argues that the term *"school community" is sometimes used in place of "stakeholders"* even though the former is often associated with a wider scope of stakeholders. Roundy (n.d, p. 11) posits that since the community per se is a stakeholder in its educational system, a solid education system facilitates the building of a stronger community through the nurturing of students to be successful community members. This therefore means that through strategic and coordinated roles between any well-structured school system on one hand and its stakeholders on the other, there is always a symbiotic relationship between the two. Rahman and Uddin (2009) rightfully contest that, though education is a joint responsibility between the government and other stakeholders, the government has a major stake and an overarching responsibility in its regulation and management. The figure below gives a pictorial representation of the relationship between the school system and some of its stake holders.

(Source: The European Policy Network on School Leadership (EPNoSL 2014)

Figure 5: Stakeholders of the school system

Generally speaking, the growing use of *stakeholder* in public education is based on the recognition that schools, funded by states and local tax revenues, are not only part of and responsible to the communities they serve, but they are also obliged to engage the broader community in important decisions relating to the governance, operation, or improvement of the school. As a result, schools are being more intentional and proactive about forging a greater diversity of stakeholders to complement the efforts of government in providing quality and accessible education. In some cases, state programs and donor agencies or nongovernmental organizations may encourage or require some level of stakeholder involvement as a precondition for funding.

Including the stakeholders in the affairs of a school fosters a stronger sense of ―ownership‖ among the stakeholders of the school. In other words, when the members of an organization or community feel that their ideas and opinions are being heard, and when they are given the opportunity to participate meaningfully in the planning or improvement process, they will feel more invested in the work and in the achievement of its goals, which will therefore increase the likelihood of success of both the school and the community as a whole.

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2.5 Community Participation in Basic School Development

Education takes place not only in schools but also within families, communities, and society at large (Uemura, 1999a). Despite the varied degrees of responsibilities each group assumes, none can be the sole agent to take 100% responsibility for educating children. Not even parents and families can claim to be the only entities responsible for children's education even as the children interact with and learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing, and educating of their children but that does not constitute full responsibility either. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society but same cannot and should not operate as islands within the society (Uemura, 1999b). Since each stakeholder plays a unique role in contributing to children's education, there must be frantic efforts to foster a working esprit de corps between and among them in order to maximize their contributions. This is so because education takes place most efficiently and effectively when these different groups of people collaborate.

2.5.1 District Education Oversight Committee (DEOC)

The DEOC is the policy maker of the district as far as education is concerned. Membership includes the District Director of Education and SISOs. It functions as follows: 1) Ensuring proper implementation of educational policies at the local level. 2) Assisting in implementing the activities of the SMCs and PTAs. 3) Providing necessary guidelines to enable schools operate effectively and 4) providing some educational needs such as furniture and roofing sheets (Mankoe, 2002).

2.5.2 The participation of School Management Committee (SMC) in basic school development

School Management Committees (SMCs) are the managerial hands of basic public schools in Ghana. By law, the SMC is the governing body of basic schools in the various communities in Ghana and are supposed to promote the interest of the school and its learners for the children to receive the best education. The SMC is therefore the governing agency of the school, and its roles are central to the activities and operations at the school level. The SMC is expected to ensure the enhancement of the community through the enhancement of the school.

According to the Ghana Education Service SMC/PTA Training Guide (2004) and Mankoe, (2002), community participation in the delivery of basic education is one of the strategic objectives of the educational 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, the SMC is very paramount for the effectiveness and efficiency of education at the basic school level. To make the SMC effective periodic arrangement are strategically made to the train and retrain the SMC body.

It is believed that this this approach will 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 goal is to systematically engage SMCs in creating partnerships through consultation, educational decision making, performance monitoring management and planning of school projects (Mankoe, 200;

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GES, 2004; GES, 2001). It is hoped that this level of participation will in the long term contribute to greater accountability and transparency in school management.

2.5.3 The participation of Parent Teacher Association (PTA) in basic school development

According to the Ghana Education Service Head teachers' Handbook (2010) and the SMC/PTA Handbook (2001), the PTA is an association of all the parents/guardians and teachers of the children in a school or a cluster of schools. It is non-governmental, non-sectarian, non-partisan and non-commercial. The PTA is an association whose members are interested in children's education. Their domain is to forge links between the home, the school, and the community in order to strengthen the school and to assist in fund-raising to support the school by providing the basic needs. The sources of funding PTA activities are Members' contributions and support from Non-Governmental Organizations and individuals in the community. They assist the SMC to increase school enrolment by encouraging parents to send children to school. They also assist teachers in solving problems, and providing a forum in which parents and teachers can discuss any misunderstandings between them.

According to the SMC/PTA Handbook (2001), 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 in a bid to reflecting the principles of ownership, empowerment and participation. All over the world, school are funded by the central 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 (OECD, 2017).

Contributions by parents may become necessary due to inability of government to meet very basic school financial needs, a situation that is very prevalent 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 range of resources, parents may still wish to contribute money for even more resources, such as transport, computers and paying for education visits because they want their children to enter adult life having obtained the best possible education. It is the wish of every responsible parent to want to position their children at the front of the queue for good jobs. As such, the SMC/PTA Handbook (2001) states that unfettered opportunities are available for parents to participate in various areas in basic schools to help run the schools.

The PTA conduct its 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 their children and the teachers. The Ghana Education Service Head teachers' Handbook (2010) states the guidelines for the formation of PTAs as provided by the GES. The Head teachers' Handbook also states that the executives must be drawn from its members and should be distributed between parents and teachers. 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) barring any emergency meeting. Usually, general meetings are called to discuss the welfare and problems of the school.

2.5.4 Parental involvement in school management

Parental involvement in the management of schools is simply the presence of parents in their ward's school to offer their support in communal labor, SMCs or PTAs

meetings, school governance, paying visits to school staffs and all other related activities (Trends, 2013). Trends (2013)'s view may not be well situated in the scheme of this context because of its peculiarly narrow outlook. This is because parental involvement in school is the zeal of parents to contribute in whatever way possible in the school to ensure that their children receive quality education to the highest level of their abilities. Hill et al, in Hill and Tyson (2009, P.2) expressed that parental involvement in education is parents' interactions with schools and with their children to promote academic success. Dookie (2013) sees parental involvement as teachers involving parents in teaching and learning activities in the school.

Grotberg (1971) found out that closer contact between parents and teachers gave each a more complete and panoramic view of the child's abilities and consistently work towards the desired goal of improved attitudinal and academic performance. On the whole, the role of parents in schools differs from school to school depending on whether the school is primary, junior secondary or senior secondary school. In the opinion of 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 leading to occasional confrontations.

Seefeldt (1985) suggested that parent's involvement should include decision on budget, selection of staff and general operating procedures, and thus giving credence to the invaluable contribution of parent's bodies in school management. The community leaders should play a leading role in mobilizing the masses to participate

more effectively in school activities. It is also important for the schools to ensure that school programs and activities are clearly and timeously communicated to parents.

According to the Ghana Education Service, Information, Education and Communication (IEC) Messages and Training Manual (1998), 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 (ibid) 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 because education is a right of the child and not a privilege.

2.5.5 Teachers' participation in basic school development

Like every other organization or community, the school is able to survive only through the joint efforts of its members. For instance, the learners have to study diligently and even as they abide by all schools and regulations to help shape their conducts and attitudes for their adult life. In the same way, the staff also ought to deliver on their professional mandate so as to enable the children actualize their God-given abilities. It is within this context that Obenya (1983) explains staff participation as referring to how the school staff is involved in the day to day running of the school. Effective staff participation is very crucial in the entire process of school management. As stated by Sussman (1993), the head teacher retains considerable authority over and responsibility for the internal activities of the school and exercises that responsibility by setting up decision-making structures. In doing this he may involve the staff in school administration by using it as a consultative body, or he may

appoint teachers to serve on such committees as entertainment, library, sports and games etc. He may also delegate some of his functions to other teachers. This kind of delegation and involvement ensures proper and efficient functioning of the school through collective policy formulation and implementation. It also fosters team spirit or we-feeling among members and thus motivates individuals to readily avail their unique talents in specific areas such as sports and games, music and culture or in undertaking special duties for the general welfare of the school.

Corno (1980) therefore emphasized that school leadership (the head teacher) should seek the advice of his staff in matters of administration and management of their units. This is because the more the involvement of the staff in planning, conducting and implementing school improvement and staff development decisions, the greater the chances of getting their continuous commitment, cooperation and support. Through interactive media such as staff meetings, consultation and feedback is best promoted and coordinated for team work. This is because staff meetings constitute one of the most important ways through which the school head can communicate with his staff on issues bothering on school management and administration.

There are numerous literature about the efficiency of parental and community involvement in school management and governance which raises concerns about the impact of parental and community involvement in schools on teacher attendance. Poor attendance of teachers in Ghana has been on the radar media reports and discussions in recent times. It is common to hear reports of teachers absenting themselves from school sometimes for weeks if not months. Such teachers use contact hours to engage in personal work at the expense of teaching in the pupils. Even though the Ministry of Education (MoE) and Ghana Education Service (GES) have been making frantic

efforts trying to curb the menace of teacher absenteeism and truancy, the menace is still prevalent and remains a battle to be won (Ghana Education Service, 2010).

2.5.6 Pupil participation in basic school development

Gone were the days when the view that children should be seen but not head was upheld in the Ghanaian society, today, this view has been drastically reviewed as the pupil is now at the center of the teaching/learning process (Dondieu, 1998). Beyond that, the pupil is encouraged to participate in the administration and management of the school. In the course of pupil's participation in school administration there is regular contact between the head teachers and school prefects, head-teacher and pupils and school prefects and pupils. The degree of pupils' participation in school management depends largely on the level of the school system. For example, at the primary and Junior High School levels, pupils' participation is usually constraint by age and inexperience. Therefore, at these levels pupils participate in school administration limited the lowest engagement as school prefects, class prefects, and section leaders.

2.5.7 Benefits of community participation in the development of basic education

The goal of any kind of activity that attempts to involve community and families/parents in education in the view of Cornwall (2008) is to improve the educational delivery so that more children learn better and are well prepared for their adult life in a changing world. There are various reasons to support the idea that community participation contributes to achieving this goal. Extensive literature research has resulted in identifying the following rationales that explain the importance of community participation in education. Hall (2011), Honda and Kato (2013) observed that involving community members could lead to strengthening

accountability in school management. Again, Blimpo, Evans, and Lahire (2014), found that effective community participation leads to improved student learning in rural communities in Kenya.

A World Bank Report (2012) cited the maximization of limited resources as one of the benefits of community participation in education delivery. The Report noted among other things that learning materials as well as human resources are limited everywhere, particularly in developing countries. Participatory development is therefore a paradigm shift towards finding efficient and effective ways to utilize existing limited resources to improve learning outcomes.

Furthermore, parents are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive at classrooms on time and perform effectively in the classrooms. Parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming the core agent of the education delivery. In Madagascar for example, where Government investments at the primary level have been extremely low, parents and communities contribute money, labor and materials (World Bank 2004). The absence of government support leaves the school infrastructure, equipment, and pupils; basic educational needs to the parents and the community. As a result, community and parents are in the center in keeping the schools going (Goldring, 1994 and Colleta and Perkins, 1995). It is argued that communities' and parents' involvement helps provide curriculums and learning materials that reflect children's everyday lives in society. When children use

textbooks and other materials that illustrate their own lives in their community, they can easily relate what they are learning with what they have already known.

Cariño and Valismo, (1994) have submit that community participation in education helps in creating a nourishing school atmosphere and a positive community-school partnerships. They suggested various ways to bring parents and community members closer to schools which they serve, including: (a) minimizing discontinuities between schools and communities, and between schools and families; (b) minimizing conflicts between schools and communities, schools and families, teachers and parents, and what is taught in school and what is taught at home; (c) making easy transition of pupils going from home to school; (d) preparing pupils to engage in learning experiences; and (e) minimizing cultural shock of new entrants to schooling. Communities can contribute to schools by sending respected community members, such as religious leaders or tribe heads, to the classrooms and talk about community history, traditions, customs, and culture, which have been historically celebrated in the community. Schools themselves can contribute to community efforts by developing sustainable solutions to local problems.

Caldwell and Spinks (1992) attested that the existence of PTA, the School Management Committee and the Institution of District Education Oversight Committee give the head a wider scope of community involvement. Addae-Boahene (2007) asserts that where local people are involved in decision-making at all stages of a project cycle, participation then becomes high and the best results follow and vice versa.

Sylva, Methuish, Sammons, Blatchford, and Taggart (2004) add that, children who are well fed and attend school regularly and their parents get involved in school

activities are most likely to succeed in school. Also, quality teaching and learning takes place in an environment where relationships among teachers and children are friendly (Dorman, 2002) and parents support homework programs (Protheroe, 2009). Nduku (2003) supported these views arguing that a cordial relationship especially between teachers and the community enabled the school and the community to share responsibilities of developing and running the school. According to her, a school trying to function without involving the community was like expecting an engine to start without fuel. Murphy (1991) reports that good parent-teacher relationship can help build up public confidence in the school. He further asserts that support from parents can be through collection of funds, provision of physical facilities, instruction materials and maintenance of discipline in the school.

Finally, community participation promotes the sustainability of the policies and initiatives undertaken by the community since it is involved in the management role. It is very imperative to note that for community participation to be very effective, there must be a critical assessment of stakeholders' role and impact in the context of the nature and type of participation and management being rolled out.

In conclusion, it is necessary to involve the community in the activities of the school since the child's education and moral upbringing is the collective responsibility of the school and the community stakeholders. Thus, if the desire to produce academically and morally good pupils are to be realized the involvement of the community stakeholders in the affairs of the school is paramount and non-negotiable.

2.5.8 Challenges of community participation in education delivery

Although some communities have historically been involved in their children's education, it has not been fully recognized that communities themselves have

sufficient human, capital and material resources to contribute to education. As a result of this, there are a number of challenges that hinder the effective participation of communities in their bid to participate in the development of education in their jurisdictions.

According to Shaeffer (1992) the degree of community participation is particularly low in socially and economically marginal regions. This, according to him, may be attributed to various reasons such as a lack of appreciation of the overarching importance of education, a mismatch between what parents expect of education and what they really get in return, the belief that education is essentially the task of the state, the length of time required to realize the benefits of better schooling, and ignorance of the structure, functions, and constraints of the school. These reasons are similar to that of UNESCO (1990a) which states reasons such as lack of time, energy and sense of efficacy required for such involvement, a lack of appreciation of the overall objectives of education, the belief that education is essentially the task of the state, ignorance of the structure and functions of the school, the school's disinterest or resistance to community or parental involvement, and underestimation by parents of their own competence in educational issues.

Literature reviewed for this study show that some communities especially the rural communities in developing countries do not seem to have the capacity to participate effectively in the development of quality basic education. In Kenya for instance, Ngesu, Gakuru, Okuro, and Kahingi (2013) observed that communities in rural areas exhibited low interest levels and negative attitudes towards education of their children. They, further, observed that a high cost of living, high unemployment rate, and lack of interest have negatively affected community participation in developing

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early childhood development education centers. In concurrence, Chevedza, Wadesango, and Kurebwa, (2012) emphasized that poverty poses serious challenges to rural people's effort to provide educational support resources for their children in the homes and school, thus, most parents have low morale and negative attitudes towards participation in providing education.

According to Alwar (1995), poverty has compromised the abilities of parents and local communities to give financial support for the program. A situational analysis on community participation and proposal for cost effective community mobilization prepared by Alwar (1995) cited poverty as one of the factors hindering community participation in Early Childhood Education (ECE) projects. Kituta (2003) in her research carried out in Shimba Hills in Kwale District indicated that the majority of the community members were aware of the importance of ECE programs but could not participate in Early Childhood Development (ECD) activities because of financial constraints. A study by Westhorp, Walker, Rogers, Overbeeke, Ball, and Brice (2014) affirms that poverty and its behavioral consequences can be powerful obstacles to achieving effective community participation by community-based agents. They recognize the difficulty posed by poverty to mobilize community stakeholders as a limitation to community participation, a situation they perceive as a setback to participatory development of any kind.

Kumar and Corbridge (2002) observe that the perception that local people lack sufficient knowledge and skills to take control of projects is a major challenge affecting local people's involvement in the education planning process. This assertion is supported by Harriet, Anin, and Yussif, (2013) when they reported that low knowledge level and poor flow of information account for the low involvement and

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participation of stakeholders at the local level. Furthermore, local government officials felt threatened by the empowerment of the local steering committees, and accused them of being agents of political parties and thus hinder full commitment and participation from the local people (Wilcox, 2002; Addae-Boahene, 2007). Baku and Agyemang (2002) are of the view that the main problem inhibiting community participation in education delivery in our local communities are: wrong timing of SMC/PTA meetings; responsibilities assigned to the communities by government being beyond the capability of the communities; failure on the part of education authorities to share information and general lukewarm attitude of the local people arising from loss of interest toward participating in the planning process. Kolkman, Kok and van der Veen (2005) concluded that differences in levels of knowledge between local citizens and government officials or teachers lead to mistrust and inferiority complex on the part of the local people which affects local community participation.

Language barrier is another factor that inhibits local participation. When the government representative and the local people do not speak the same language, the local people usually are excluded from participating in decision making (Kolkman, Kok and Van-Der-Veen, 2005; Addae-Boahene, 2007). Mosse (2001) cited lack of organized structures at the community level, poor communication between government agencies and local community; 'bureaucratic red tape especially where more than one government agency is involved and lack of or inadequate mobilization and participatory skills by local people as factors that inhibit local community participation.

Addae-Boahene (2007) argues further that there are several factors which impact the nature and quality of stakeholders' participation within a service delivery organization. These factors include participation style, relationship, information sharing and interaction. There is a perception that stakeholders with reactive approach to planning processes give sign of poor relationship between the community and the implementing agency. Local stakeholders with negative relationship with other stakeholders participate less frequently as compared to a stakeholder with positive relationship. Therefore ensuring positive relationship with all stakeholders is very crucial for participation (Mansuri & Rao, 2003; International Association for Public Participation, 2006).

On the other hand, Capper (1993) cited in Howley and Maynard (2007) posit that communities in rural areas do not seem to value the education of their children. They argued further that most of the rural parents have lower levels of education than parents of children in urban schools, and they did not feel comfortable in being involved in school procedures and meeting with teachers. In agreement, Howley and Maynard (2007) argued that parents who themselves had not engaged in education beyond primary education usually failed to perceive the value of education for their children and they had a resistant attitude towards participating in providing education. For this reason, too much emphasis on formal communication and procedures in participatory development leads to participation challenges among stakeholders of education. On the other hand, informal communication strategies such as face-to-face interactions and reasonable time to advertise or share ideas are very critical for this category of people. For this reason, it is important to balance formal and informal

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communication strategies in a manner that will ensure effective participation and involvement of local stakeholders.

According to Bensah (2018) community members are faced with challenges in their quest to participate in the development of basic schools. These are low economic background, politics, favoritism, long working hours, illiteracy, low self-esteem, lack of training, lack of resources, lack of communication, lack of information and transparency about the projects. Bansah (2018) explained further that community members are most at times willing to participate but are socially excluded by variables such as government policies, bureaucratic obstacles, conflicts arising from political alliances and deeply-entrenched corruption.

Finally, where the implementation agency is co-located within the other stakeholders, it becomes much easier for them to interact regularly and actively but as the agency become more geographically isolated, the chances of effective interactive and successful participation decreases (Mansuri & Rao 2003; Chambers, 2005; World Bank, 2006).

In conclusion, the challenges that confront parents and communities in their attempts to involve in management of public schools are multifaceted and require shared responsibilities among all the stakeholders to address the situation. These difficulties may emerge from socio-economic conditions, illiteracy, ethnicity or lack of capacity, among others which cannot be solved by one stakeholder. Moreover, collaboration between the school, government, parents/families, community and homes will need to be focused on dealing with these challenges to pave way for effective participation. Uemura (1999b) articulates that some of the stakeholders in education feel reluctant to participate in educational institutions due to challenges that prevail over the

institutions. Pena (1995) in Uemura (1999b) said the World Bank study of social assessment on EDUCO, community managed-schools in El Salvador, discovered that most of the community members understood the goals and objectives of the schools and developed mutual relationship with staffs but rather doubt the government commitment in providing quality education. The accessibility and cost of schooling make community members to have reservation of the ability of the government to continue with the shared responsibility without bottlenecks here and there.

2.6 Empirical Review

A study by Jatoe (2011) was conducted in the Nadowli District in Ghana to assess community participation in educational management with particular reference to the Parent Teacher Association. The study was a survey of 25 PTAs out of a total of 54. PTA executives, Head teachers, SISOs, members of the District Education Oversight Committees and community members constituted the respondent-groups. In all 183 respondents actually participated in the study. The study revealed that community participation in education was multidimensional and varied widely according to both the domain and the extent of participation, as well as in terms of who in the community is engaged. Many community members participated through cash contributions, labor and materials. Community participation in education through the PTA has been embraced in all the basic schools in the district. Even though their training was a requirement for their operation, the number of trained executives in school management varied from one to five. Hence, PTAs found it difficult to execute their roles of creating a conducive atmosphere for teaching and learning. Nonetheless, PTAs had collaborated strongly with other stakeholders like the head teachers, circuit supervisors, and the community to provide some infrastructure and other facilities. To

increase efficiency and relevance of PTAs in the Nadowli District in particular, the study suggests that regular training in school management should be organized for the PTA executives. They should also forge stronger relationships with the other stakeholders in school management to induce the much needed quality in educational outcomes.

Another study by Abreh, (2017) in Akatsi South and Upper Manya Krobo in Ghana examined community participation as a school based management practice. The findings of the study showed that the current state of stakeholder involvement and participation in school-based management within selected communities in these two districts were not well coordinated. Besides, school governance structures were not optimally operational. The work of the School Management Committees was usually left to the Chairman and in some cases to the Parent Teachers Association chair leading to a limited collaboration between the entire SMC membership and the schools they serve. Additionally, committee planning and implementation issues were significant concerns. The study recommended that SMCs be revitalized and their roles and responsibilities unpacked for better targeting. The study also suggests changing the management activities of the stakeholders to transform the face of programs of SMCs to improve educational provision and administration in the localities they operate.

Ngesu, Gakuru, Okuro, and Kahingi (2013) observed that rural communities had low morale and negative attitudes towards matters relating to the education of their children. They further indicated that a high cost of living, high unemployment rates, and low morale have negatively affected community participation in developing early childhood development education centers. In concurrence, Chevedza, Wadesango,

and Kurebwa, (2012) emphasized that poverty poses serious challenges to rural people's effort to provide educational support resources for their children in the homes and school. On the other hand, Capper (1993) cited in Howley and Maynard (2007) posit that communities in rural areas do not seem to value the education of their children. They further argued that most of the rural parents have lower levels of education than parents of children in urban schools, and they did not feel comfortable in being involved in school procedures and meeting with teachers. In agreement, Howley and Maynard (2007) confirmed that parents who themselves had not engaged in education beyond primary education usually failed to appreciate the education of their children as they tend to portray resistant attitude towards participating in providing education for their children.

Another study conducted in Lawra District of the Upper West Region to investigate community participation in the provision of quality basic education by Dapilah (2011) established that communities in the Lawra District offered their support to improve basic education. It was also discovered that a form of sensitization forum aimed at educating communities on the need to support basic education, was in place in the district. The study made clear recommendations: Parent Teacher Association (PTA) and School Management Committee (SMC) should be strengthened further and their contributions acknowledged with the key roles that communities are to play as stakeholders of education being clearly outlined.

Ahiabor (2017) investigated the extent to which communities in the Gomoa East District participated in improving basic education delivery. The study specifically looked at the activities that communities performed and the extent to which they engaged in those activities to improve access, infrastructure development and

academic performance, as well as ensuring effective monitoring and supervision. The sampled respondents consisted of basic school heads and teachers, School Management Committee, Parent Teacher Association and Unit Committee executives. Respondents were selected using the random sampling approach and questionnaire used as instrument for primary data collection. The study showed that community members were aware of the need to participate in the provision of basic education and saw their participation as very significant to improving education delivery. However, they had little knowledge on the specific roles they needed to play in the school to improve education delivery. The study also revealed that lack of understanding of educational issues, poor communication and lack of resources and time on the part of parents and community members in general were major setbacks to participation in education delivery in the area. The study also suggested three key ways of improving education deliver: using local language at meetings, informing community members about positive things happening in the school and ensuring effective communication between the school and the community by involving community members in decision making about the school.

Even though the provision of Capitation Grant, the preparation of School Performance Improvement Plan and the organization of School Performance Appraisal Meetings are all geared towards improving school management and performance in public schools in Ghana, there has not been enough commensurate visible school level management output and improvement in learning outcomes for pupils in public schools. This view point is supported by Ankomah and Hope, (2011) and Okyerefo, Fiaveh, and Lamptey, (2011) when they asserted that learning outcomes of private school pupils are high as compared to those of public schools. It is argued further that

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parents of children in private schools are noted to be very active participants in school management whereas their counterparts in public schools are generally not motivated to actively take part in school level management (Ankomah, & Hope, 2011). Weak supervision from district education offices tends to weaken the commitment of school heads and teachers in carrying out their duties which culminate into generally low academic performance (Mensah, 2008). This low performance issues in public school system in Ghana raises concerns about how the school management structures and other allied stakeholders are functioning.

In their assessment of factors affecting the standard of education in the Upper East Region, Nsiah-Peprah and Kililiyang-Viiru (2005) revealed that SMCs were operationally non-existent in 14 of the schools visited to formulate policies, ensure environmental cleanliness in schools, monitor regular attendance of teachers and pupils, as well as ensure adequate supply of teaching and learning resources. The absence of SMC and the ineffectiveness of PTAs were found to be the possible cause of the increasingly poor performance in the schools. The researchers noted that the capability of communities to participate should be distinguished from their willingness to participate. On the economic and social factors that underpinned the variations in community involvement and participation, they found the educational background of the school community, as well as social conditions and economic factors as important influencing agents. Kamaludeen (2014) examined the influence of the Ghana School Feeding Program on access and retention and found that the SMC and its School Feeding Sub- Committee (SFC) directly managed the program at the school level. The author found that each school had an SMC made up of the head teacher as the secretary, a chairperson who is a parent, and other members. Although

the study could not pinpoint how operational the SMC was, it revealed the extent of SMCs participation in the administration of the school-feeding program.

A similar study was conducted by Sango (2016) in Zimbabwe to investigate challenges impacting community participation in schools and its effect on quality of education. The study was carried out in a qualitative paradigm in which a case study facilitated access to in-depth feelings, views, and opinions of community members and educators regarding their participation in providing education. Data were generated through focus group discussions with parents of children in the schools, community members without children in the schools, School Development Committee (SDC) members, and the teachers. In addition, data were generated through in-depth interviews with community leaders and school heads, observation and analysis of school documents such as minutes of SDC meetings, staff meetings, financial records, and children's progress records. Data were transcribed and analyzed manually through the cut and paste technique. The study found out that communities were involved in providing primary education through preparing children for school by providing food, school uniforms and stationery. Parents were also involved in children's homework, as well as monitoring teachers' and children's attendance. In addition, parents were involved in preparing schools for children through providing labor and materials for constructing classrooms. Further, parents financed school budgets, and were involved in school governance. Challenges impacting community participation were centered on parents' low standard of living, community attitude towards education, family income level, and school-community relations. The Impact of poor community participation on teaching and learning included the following: hungry learners, narrow curriculum, unmotivated teachers, high rate of absenteeism

and drop out, and ineffective school administration. The study recommended development and implementation of strategies for uplifting community standard of living through increasing family income levels and availability of food. The study, further recommends government policy on parent orientation on school processes and school based study sessions for parents and school children respectively. Government policies that prohibit the practice of sending away children from school for non-payment of levies should be reinforced.

Waek (2017) conducted a study to investigate the impact of parental and community involvement in schools on teacher attendance in Junior High Schools in the East Mamprusi District. The East Mamprusi District had experienced poor teacher attendance to schools in recent years which adversely affected the quality of education in the area. The study adopted a survey design with mixed method approaches to obtain both qualitative and quantitative data. The population for the study comprised one hundred and fifty (150) participants. Cluster sampling was used to sample (3) circuits while simple random sampling was used to sample (3) schools, (15) PTA executives, (12) GES officers and (30) teachers. Three (3) head teachers were sampled by convenience sampling while purposive and systematic samplings were used to sample (90) parents. Self-constructed questionnaire was used to collect quantitative data from teachers and parents and the data analyzed using SPSS version 20. Interview guide was also self-constructed and used to collect qualitative data from (15) PTA executives and (12) GES Officers and the data transcribed and analyzed descriptively. Ethnicity, wealth, illiteracy and poverty were identified as challenges in parental and community involvement in schools. It was concluded that parents and communities' involvement in schools had little impact on teacher attendance in the

study area because parents were not well informed about educational policies as well as their duties and responsibilities in the schools. It was recommended t/hat effective sensitization should be given to PTAs/SMCs and parents by Ghana Education Service.

A research reported by The New York Times (19 December 2005) on community participation of homogeneous and heterogeneous groups also reveals that conflicts arise especially between disparate interest groups in the latter in their attempt to mobilize scarce resources and rare opportunities for growth and development of their children and the larger society. This dissonance amongst community constituents, competition, and lack of shared vision invariably leads to serious challenges in the identification of priorities and pursuing them accordingly. According to the said report,

> The stratified and heterogeneous nature of community was seen to be a thorny obstacle to promoting participatory development. In heterogeneous communities people are often less likely to participate due to divisions of language, tenure, income, gender, age or politics, than in less diverse communities."(21).

2.7 Theoretical Review

In a report titled ―People's Participation In Natural Resources Management", IRMA (1992) asserts that there is no universal valid theory of community participation in the development of basic schools. Instead, what exist are sets of propositions stating the conditions under which people do or do not participate in collective choice/action. Given that development of basic schools in general constitutes some collective action on the part of their target groups, ipso facto, the factors affecting collective action (participation in general) do also apply to community participation in the development of basic schools. In simple terms, the factors that determine collective action

constitute a bigger set of which factors that determine community participation in the development of basic schools are a subset Claridge (2004).

For this reason, out of the three key theories of collective action that undergird participation in general (Olson's Theory, s Theory, and Theory of Margin) the one that underpins this study is the Theory of Margin.

2.7.1 The Theory of Margin

The theory of margin, a theory of participative behavior or collective action was propounded by McClusky which he first presented in a 1963 publication (Merriam & Caffarella, 1999). Whereas Olson (19 71) basically challenged the view that groups of individuals with common interests usually work together to achieve common goals, he argues further that "...unless the number of individuals in a group is quite small, or unless there is coercion or some other special device to make individuals act in their common interest, rational, self-interested individuals will not act to achieve their common or group interests" (Olson, 1971, P. 2.). The larger the group, therefore, the less noticeable the actions of its individual members, the higher the transaction cost of bringing them together, the higher the tendency to free ride. On their part, and similar to the view of Olson (1971), Buchanan and Tullock (1962) emphasize the centrality of individual behavior arguing that a collective action is an aggregation of individual actions. In view of the above, Buchanan and Tullock (1962) suggest that separate individuals participating in collective actions with different and often conflicting interests and purposes for which reason any theory of collective choice must first attempt to explain or to describe the means by which such conflicting interests are reconciled.

Synonymous to its name, McClusky (1974) in his theory of margin defines margin (M) as a "function of the relationship of Load (L) to Power (P)".

To this effect, Merriam and Caffarella (1999) averred that the theory of margin characterizes adulthood, change and integration in which ―one constantly seeks a balance between the amount of energy need and the amount available" (p. 279-80). Load is defined as the *"self and social demands by a person to maintain a minimum level of autonomy"* and power is described as *"resources such as abilities, possessions, position, allies, etc. which a person can command in coping with the load" (McClusky, 1970 p.* 340) hence, M=L/P. McClusky (1974) further clarifies this formula by dividing load into two interacting elements (internal and external). External load involves requirements of normal life including commitments to family and community. Internal load includes life expectations developed by people and includes desires, aspirations, and future goals. Power is also subdivided into external and internal. External power includes family support, as well as social and economic abilities, and internal power may include acquired or accumulated skills, and experiences contributing to successful performance such as personality, resiliency, and coping skills.

The greater the power in relationship to the load, the more margins will be available. Surplus power provides a margin or cushion to handle load requirements. Margin can be increased by reducing load or increasing power or both. The theory of margin was relevant to understanding of the choices of people to participate in the development of basic education or not. Specifically, the theory highlights the impact of increasing demands and pressures (ends/load) and the means on participation over time McClusky (1970).

From this characterization of load and power, Lupanga (1988) derived a hypothesis to explain the lack of people's participation in development activities in the Third World. He hypothesized that the majority of rural people in most of the Third World have heavy load and little power to cope therewith and hence they are too preoccupied with the critical issues of survival to participate meaningfully in development activities (community participation). Meaning, the higher the margin between load and power, the lesser the participation in development activities. Invariably, a logical conclusion flowing from this argument is that, efforts to mobilize such masses to participate in development activities must of necessity include the reduction of load or raising of their power or both.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter covers the study approach, research design, study setting, population, sample size and sampling technique. It also presents instrumentation, pre-testing of instrument, source of data, adequacy and trustworthiness of the study, data collection procedure, data management, data analysis as well as ethical considerations.

3.2 Research Approach

The study sought to explore the current state of community participation in the development of basic education in Zongo-Macheri in the Krachi-Nchumuru District of the Oti Region. The study adopted a qualitative research approach, the choice of which was to basically answer questions about the ˍwhat', ˍhow' or ˍwhy' as far as community participation in the development of basic schools in Zongo-Macheri was concerned. Also, the qualitative approach adopted was to understand situations from the perspectives of the people being studied rather than being preemptive or explaining their behaviour through cause and effect or from the researcher's own perspective (Ritchie and Lewis, 2005). This is premised on the opinion expressed by Cohen, Manion and Morrison (2007) that social reality can be seen from different viewpoints and constructed in diverse ways as it informs methodological decisions in an attempt to gather ˍvalid data to make valid interpretation for the creation of valid knowledge. Therefore, qualitative approach as a methodology was to help the researcher understand the meaning and knowledge people have constructed, as well as how people make sense of the world around them in relation to community participation in the development of basic schools in Zongo-Macheri in the Krachi-

Nchumuru District. It also afforded the researcher the opportunity to organize peculiar findings that are deeper (vertical) and less generalizable (vertical).

Since qualitative data is predominantly in the form of words (e.g., from interviews), pictures (e.g., video), or objects (e.g., an artifact), the researcher adopted the interpretive perspective philosophical approach to the study. The interpretive perspective explains that reality is socially constructed and that, the individual's experiences and interactions with his or her environment constructs what is perception, knowledge and reality (Cavana, Delahaye & Sekaran, 2001). Therefore, the researcher, working within the interpretive paradigm, collected data verbally as well as through observation and sifted it into major thematic areas based on which analysis was made and conclusions arrived at. According to Bassey (1999), data collected and analyzed in this manner are —usually richer in a language sense than positivist data and, perhaps because of this quality, the methodology of the interpretive researchers is described as qualitative" (p.43).

The choice of the interpretive perspective was for its suitability to explore hidden reasons behind complex, interrelated, or multifaceted social processes where quantitative evidence may be biased, inaccurate, or otherwise difficult to obtain. Again, the interpretative perspective comes in handy especially because of its appropriateness for studying the context-specific, unique issue of community participation. Last but not least, the interpretative perspective paradigm will also help uncover interesting and relevant research questions and issues for follow-up research.

3.3 Research Design

According to McMillan and Schumacher (2001) research design describes the procedures for conducting the study, including when, for whom and under what

conditions the data will be obtained. Moreover, Huysamen (1995) acknowledges that a research design is a plan or blueprint according to which data are to be collected to answer research questions in the most economic manner.

The case study design was the plan used to conduct the study in order to explore the current state of community participation in the development of basic schools in Zongo-Macheri in the Krachi-Nchumuru District of the Oti Region. The choice of this design allowed for the use of multiple methods to collect data from all the study participants in their natural context. The experiences of participants in the study were shaped in their context which would have been impossible to be understood if removed from that context. This opinion is endorsed by Kincheoloe (1991).

The adoption of case study was to engender critical investigations into the state of community participation in the development of basic school in Zongo-Macheri. The aim was to understand the problem in depth, and in its natural setting, recognizing its contextual complexity. Typically, case study researchers neither aim at discovering generalizable truth, nor look for cause-effect relations as quantitative researchers do (Cohen Manion & Morrison, 2007); instead they focus on describing, explaining and evaluating a phenomenon (Gall, Borg & Gall, 2003). To achieve these aims, the researcher spent adequate time in the context of the study to collect extensive data.

In tandem with the viewpoint of Verma and Mallick (1999), the case study approach aided the capturing and exploring the complexity of the phenomenon for a better understanding. This is what a large scale study like survey fails to achieve since it gathers superficial information about a phenomenon for the purpose of generalization (Muijs, 2004).

3.4 Study Setting

The research setting of the study is the Zongo-Macheri community in the current Krachi-Nchumuru District of the Oti Region of Ghana. The District was established in 2012 by LI 2084 (Ghana Statistical Service, 2014) from the Krachi West District. Krachi-Nchumuru District is located at the North Western corner of the Oti Region of Ghana and lies between Latitude 70 4" N and 80 25' N Longitude 00 25' W and 00 20' E. It is bordered to the south east by Krachi West, Krachi East Districts to the east, Sene District to the south west and Kpandai District to the north. The District has a total land area of 1,194.90 sq km (Ghana Statistical Service, 2014). The Administrative capital of the Krachi Nchumuru District is Chinderi.

The population of Krachi Nchumuru District, according to the 2010 Population and Housing Census, is 72,688 with a rural population of 79.5. The main stay of the people in Krachi Nchumuru District is farming. Of the employed population, 79.3 percent are engaged in agricultural, forestry and fisher, 8.6 percent in service and sales and 6.9 percent are into craft and related trades (Ghana Statistical Service, 2014).

(Source: GSS, (2014)

Figure 6: The map of Krachi Nchumuru District

According to local literature, Zongo-Macheri is believed to have been established by a Muslim blacksmith who first settled there to produce and sell his wares, mainly farming implements to the neighboring communities. The name Zongo-Macheri was derived from the two Hausa words ―Zango" (Muslim/Northern settler community) and ―macheri" (blacksmith). However ―Zango" later got corrupted to its current form ―Zongo", hence the name Zongo-Macheri (―Zongo blacksmith").

The 2010 Population and Housing Census quote the population of Zongo-Macheri at 1820 people living in 330 households. With a growth rate of 3.5% per annum of the district as stated by the Ghana Statistical Service (2010), the current population of Zongo-Macheri is projected to be 2,567 people.

The main stay of Zongo-Macheri is peasant farming with the women mostly (mostly Muslims) engaging in petty trading. Some of the food crops cultivated in the area are yam, cereals (especially maize), legumes, and cassava. Usually Zongo communities

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are suburbs of other larger communities and strictly or predominantly inhabited by Muslims. But the case of Zongo-Macheri is the other way round. It is a settlement on its own consisting of a fair representation of many ethnic groups and religions with Muslims ironically constituting a minority group. Even more, the Nchumurus who are the indigenes of the area represent a far lesser minority.

Even though there appear to be no existing literature that speaks specifically to the educational background of Zongo-Macheri, the 2010 Population and Housing Census Analytical Report for Krachi-Nchumuru generally paints a gloomy picture of Krachi-Nchumuru as a District. The report pointed out that the total population of the District was 72,688 people. The report indicates that ―25,749 of the population 11 years and older are not literate while 21,222 are literate‖ (page 30). Among the literate population, the age group that recorded the highest literacy in English was 11-14 years (59.4%) while the age group with the lowest literacy (32.1%) in English was 50-54 years.

Personal observations of the situation on the ground also revealed a generally low level of education since about 60% of the community lack education. This was clearly evidenced in the number and level of educational institutions in the area. In all, the highest level of education in Zongo-Macheri and its catchment area is basic schools (i. e, KG to JHS) which are only four in number. Indeed, the entire Krachi-Nchumuru District can boast of only one public senior high school with a few struggling private senior high schools that can best be described as remedial schools.

My initial reconnaissance visits to the Zongo-Macheri community revealed that most of the basic schools visibly lacked of decent classroom infrastructures in almost all

the basic schools in the community. Apart from D/A and Pentecost Basic Schools which had decent classroom blocks from P1 to JHS3 and JHS1 to 3 respectively, all the other schools and classes were in wall-less sheds and roofed with thatch or at best, roofing sheets. Also, it came to light that all the sheds were provided and maintained by the community stakeholders through voluntary contributions, PTA levies or communal labor. It was again observed that the level of participation by parents in the activities of PTA and SMC left much to be desired as the burden was left on a few committed ones to shoulder.

3.5 Population

The population for the study comprised respondents from all the four basic schools and the allied stakeholders of basic education in Zongo-Macheri. The schools were Zongo-Macheri D/A Basic School, Zongo-Macheri E/A Basic School, Zongo-Macheri R/C Basic School and Zongo-Macheri Pentecost Basic School. The respondents included the Head teachers and staffs of the schools, School Management Committee (SMC) members and the Parent Teacher Associations (PTAs) of the various schools. It also involved the Traditional Authority/chief of Zongo-Macheri, the School Improvement Support Officer (SISO) of Zongo-Macheri Circuit and the assembly member of Zongo-Macheri Electoral Area.

3.6 Sample Size and Sampling Technique

A sample size of twenty (20) respondents was selected for the study from the four basic schools and their related stakeholders of education in Zongo-Macheri. This comprised four (4) head teachers, Four (4) SMC members, four (4) PTA executive members, four (4) teachers, one (1) assembly member, one (1) Circuit Superisor or School Improvement Support Officer (SISO), one (1) unit committee member and

one (1) traditional authority/chief. The size was arrived at after the researcher deemed to have reached the saturation point of the data collection process.

The purposive sampling procedure was applied in selecting and interviewing key officials who could provide relevant information required for the study. In trying to adhere to the objectives of the study, respondents who could answer the research questions best were selected. Purposive sampling was adopted because they were the ones who had the necessary information, adequate knowledge and experience on community participation in basic education in the study area.   Therefore, the technique helped to select stakeholders who were deemed most qualified to provide the expected data for the study. This technique also aided to limit the sample size to a limited number of respondents but rich in information needed by the study. The participants were selected based on their stake in the basic schools in the Zongo-Macheri. The convenient sampling procedure under the non-probability sampling method was applied in selecting community stakeholders for the study. The criteria for the selection the respondents also took into cognizance their readiness and willingness to be interviewed.

The sample size is captured in the table below:

Table 1: Sample size selected

Respondents	Number
PTA (chairmen)	4
SMC (chairmen)	4
Head teachers	4
Teachers	4
Assembly member	1
School Improvement Support Officer (SISO)	1
Unit committee (chairman)	1
Traditional authority(chief)	1
Total	**20**

(Source: Field Survey, 2020)

3.7 Instrumentation

The instruments used to gather data for this study were interview and observation. The researcher adopted the semi-structured interview approach in which the interview guide used was neither fully fixed nor fully free (semi-structured), (Kusi, 2012). The semi-structured interview approach was adopted in order to allow just as much information suitable for the study. The semi-structured interview involved a series of open-ended questions based on the topic areas the researcher wanted to cover. The open-ended nature of the question defined the topic under investigation but provided opportunities for both interviewer and interviewees (who were the stakeholders of basic education in Zongo-Macheri to discuss some topics in more detail. In situations where the interviewees had difficulty answering a question or provided only a brief response, the interviewer used cues or prompts to encourage the interviewees to consider the question further. This is because in a semi-structured interview, the interviewer has the freedom to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced by the interviewee. In all, sixteen (16) interview questions were asked (11 open-ended and 6 close-ended)

 For this reason, the interview guide as an instrument allowed the interviewer to ask the respondents initial questions, followed by probes meant to seek clarification on issues raised. Also, the interview guide helped the researcher to explore participants' opinions, experiences, thoughts and convictions about their own world as far as community participation in the development of basic education was concerned. This instrument allowed respondents to express them at length whilst offering them just enough shape to prevent aimless rambling (Kusi, 2012). The interview guide had two parts made up of Section _A' and Section _B'. The section _A' looked at the Socio-

demographic characteristics of the participants. The section ‗B' focused mainly on the objectives of the study. The section ‗B' was designed to cover the current situation of community participation, the roles of community members, the benefits of community participation and the challenges that hinders the participation of community in schools in the Krachi-Nchumuru District.

Besides, observation was also employed to enable the researcher participate in the activities of the selected schools to ascertain what actually happened on the grounds. In using this method of data collection for this study, the researcher visited the selected schools on a number of occasions to observe different programs and activities and took note of issues of interest to the study. Some of these activities included PTA and SME meetings and level of participation, visitation of parents and other stakeholders, commitment in fixing school infrastructure problem and routine visitations by supervisory authorities. Furthermore, some data was also gathered in the course of the interview through observation. The choice of observation was to capture the unspoken facts and information that would have been derived through other methods.

3.8 Pre-testing of Instrument

The researcher adopted some mechanisms to ensure that the instruments employed for the study actually measured what they ought to measure by subjecting the interview guide to face and content validity. First, to ensure face validity, the interview guide was given to colleagues of high research credentials for relevant comments and suggestions after it had been designed. Second, to ensure content validity expert opinion, necessary corrections and judgment of the supervisors were relied on for approval.

The instruments (interview and observation) were then pre-tested at Chinderi D/A Basic School to identify potential deficiencies before using them for the actual study. Chinderi D/A Basic School was chosen for the pre-testing because it had similar characteristics as those of Zongo-Macheri basic schools. Also, this school had same characteristics as the selected schools for the study. Eight (8) stakeholders of Chinderi D/A Basic School (the head teacher, 2 teachers, 1 SMC member, 1 PTA member, the Chinderi Circuit _A' SISO, the Assembly Member of Chinderi and the Odikro/Chief of Chinderi) were purposively selected for the pre-testing. A day was used to pre-test the instrument. After the pre-test, some of the questions on the interview guide were well sequenced. Pre-testing helped to correct incomplete statements and ambiguous questions.

3.9 Source of Data

Primary and secondary sources of data were used in the study. The primary sources emanated from the information provided by the community members of Zongo-Macheri. The researcher further made use of secondary data from articles in journals, and chapters in books as well as internet sources.W445

3.10 Adequacy and Trustworthiness of the Study

Trustworthiness in qualitative research refers to the extent to which the researcher is able to justify that the study's findings and interpretations truly reflect participants experience and are reliable. In this study, trustworthiness was ensured by utilizing Guba and Lincoln's criteria (1982). The elements of the criteria include credibility, transferability, conformability, and dependability.

The credibility of qualitative research relates to the validity of the quantitative study. Credibility was established by prolonged engagement with the participants during the

interview and observation of them. The researcher spent three weeks in the field collecting data. This helped to establish rapport and build a trusting relationship. Each of the 20 participants was engaged for about 50 minutes. Another way of checking the validity of the study findings was through peer examination. The study findings were given to colleagues of high research credentials to review and comment on them a relation to the raw data. Again, the credibility of the data was assured through member checks. The participants were given the opportunity to verify if what was written and recorded truly represents their response. Referential adequacy through the use of audio tape to record the findings provided a good record. The interviews were conducted using language that was understood by both researcher and participants to avoid misunderstanding and misconstruction (Haverkamp, 2005).

The transferability of qualitative research is equivalent to the generalizability of the quantitative study. It refers to the probability that the study findings have meaning to others in similar situations. The researcher used thick description to show how study findings can be applied to another context in a similar situation. The researcher provided sufficient contextual information about the study area to enable readers to make such transfers. The findings of this study can be transferred to different contexts if readers find similarities between their contexts and the context of the study.

Dependability or consistency of qualitative research findings corresponds to a reliability of findings in quantitative research. The extent to which the study could be repeated by other researchers and that the findings would be consistent. Dependability concerns the degree to which the results of the study are consistent or replicable with the same subjects or in a similar context. To ensure that the findings and conclusions are dependable, the researcher closely worked with the supervisors throughout the

study and also kept an audit trail of all the events and procedures followed in the study. The researcher has also provided a detailed description of the research design, procedures used in collecting and analyzing the data, and background information on respondents.

The confirmability of qualitative research is equivalent to the objectivity of quantitative study. It is the degree of neutrality in the study's findings devoid of personal biases and prejudices. In order to establish confirmability, the researcher has kept an audit trail of audiotapes, field notes, transcripts, interview questions, consent forms and all other relevant information and documents regarding the study.

3.11 Data Collection Procedure

Prior to the study an introductory letter was taken from the Department of Social Studies, University of Education, Winneba to the study area. This letter was sent to the Krachi-Nchumuru Education Directorate for permission letter to all the basic schools in the District to conduct the study. The entire data collection process lasted for 21 days (three weeks). Activities that went into the data collection were community entry process and fieldwork.

Firstly, seven days were used for community entry processes. The researcher visited all the basic schools and met the ―Gate Keepers" and other influential people concerned. The researcher briefed the school authorities and the other related stakeholders about the purpose of the study. This visit was made to help establish the necessary rapport and build confidence among the study participants and the researcher. The selected participants were asked to propose time they would be available for the interview to be conducted.

Secondly, thirteen (13) days were used for the actual data gathering. To ensure consistency during the interview, an interview protocol was developed to guide the study (Yin, 2003; Creswell, 2003). Prior to each interview, self-introduction was done, described the research purpose, category of interviewees, steps being taken to maintain confidentiality and their anonymity, and notified them about the duration of the interview.

Thirdly, the researcher asked the interviewees concerned to read and sign the consent form developed and sought their consent to tape-record the interview. After each interview, the researcher expressed appreciation to the participants for their cooperation and participation. Averagely, an interview lasted for 50 minutes. Participants were also informed that the period of interaction would last for about 2 to 3 months as they could be contacted after the interview for further clarification or verification of their responses in the course of the study. After each day's interview, the recorded interviews, as well as the field notes, were stored confidentially. The collection of data was done according to the time provided by the various participants. Data collection started on 15th November 2019 and ended on 2nd December 2019.

3.12 Data Management

A separate file was kept for each participant. Interviews and field notes were kept confidentially. All the names of participants were replaced with pseudonyms. The interviews were audiotaped, played back repeatedly and transcribed verbatim after each interview. Each of the transcribed interviews was coded according to the order in which the interviews were conducted. The soft-copy was stored safely using ‗Drop Box' whilst hard copy was kept under lock during and after their usage.

3.13 Data Analysis

As LeCompte (2000), cited in Grenier and Burke (2008) point out, data analysis is a process of assembling a jigsaw puzzle. To this end, the data gathered from the interviews and observations made were analysed guided by an inductive content analysis approach. This was an approach that offered a thorough reading of a vast data to identify the major themes as well as sub-themes that emerged before analysing same to facilitate its easy comprehension (Thomas, 2003). All the objectives of this study were analysed using inductive content approach. The recorded interviews and were transcribed and discussed alongside the observations made to draw out the relevant information. The transcripts were studied and subsequently, organised into four main sections similar to the sections in the instrument. The general themes that emerged were then developed. After that, sub-themes were created and assigned codes. Both similar and different views on the subject were identified under sub-themes to aid comparison. Data were analysed concurrently with data collection. The data generated from the study were manually coded and analysed by the researcher. Finally, quotations from views raised by the participants were used to support the findings. In ascribing quotations to the participants, the participants were represented by pseudonyms.

3.14 Ethical Considerations

The following ethical guidelines were followed to be consistent with all ethical standards required to conduct a research. First, a copy of the research proposal was submitted to the Department of Psychology and Education, University of Education, Winneba for assessment and approval letter. After that, permission was sought from

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the Krachi Nchumuru Education Directorate to carry out the study in all the basic schools in Zongo-Macheri.

Again, to ensure free informed consent and participation in the recruitment processes, the participants were briefed about the purpose of the study. Before any interview took place, participants were given a written consent form to read and freely decide to participate in the study by signing or thumb printing. Further, consent was sought from the participants before every interview was tape-recorded. After every interview, the recorded voice and the field notes were stored safely to conform to the ethics of confidentiality. Confidentiality was adhered to throughout the data collection. The tape-recorded data was encrypted with a password and the field notes were burnt to ashes after their usage. Also, no information that could reveal or identify names of respondents was included in the study report to ensure anonymity (Haverkamp, 2005).
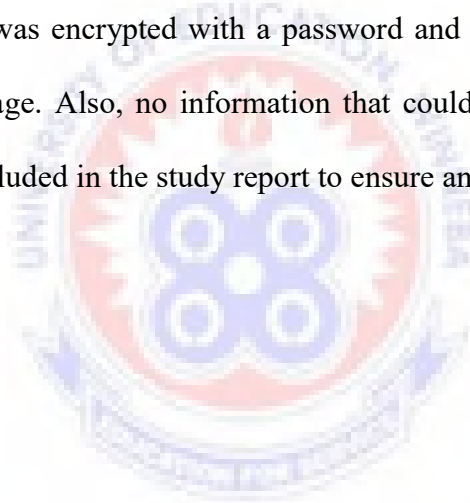
CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings and discussions of the results of the study. The findings and discussions were presented in the context of the four (4) research questions formulated to guide the study.

4.1 Research Question 1

What is the current state of community participation in the development of basic education in Zongo-Macheri in the Krachi-Nchumuru District?

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 hence, the necessity to find out the state of community participation. From the interviews, majority of the respondents did not mince words that the state of community participation was deplorable. They noted that until recent times, the level of enthusiasm with which stakeholders engaged in community participation was very commendable. But now, factors such as: lack of commitment of teachers and parents, lack of regular supervision, prioritization of farm works and other economic activities over children‘s education and inadequate supply of basic educational materials by both government and parents have contributed to the sorry state of CP in the development of basic schools. These were some of the opinions that were shared by the respondents on the current state of CP in Zongo-Macheri in the Krachi-Nchumuru District:

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4.1.1 Lack of regular supervision

From the interview, respondents confirmed the generally low levels of community participation. They assigned lack of regular supervision by the educational authorities as one of the reasons why CP was in a very dire state. They noted this had led to truancy and absenteeism among teachers and head teachers. Statements by some of the participants confirmed this state of lack of supervision in recent times:

> **TC:** There is a vast difference between the education in the basic school in some time past and what is prevailing recently. Before now, external supervision was very regular than this contemporary times. It is therefore not surprising that some teachers have taken advantage of this vacuum to engage in truancy and absenteeism.....

> **JAK:** I think teachers no longer attach seriousness to their work as they used to do because of ineffective supervision by the higher authorities.......
> Others respondent emphatically stated that:

> **MAS:** There is ineffective supervision and monitoring of school activities. This has contributed to the lackadaisical attitude of some teachers and head teachers to work. Some of them abandon the pupils for weeks for their private businesses without permission.

> **MPB:** SISOs and the District Directorate do not carry out their usual routine inspections and supervisions as used to be the case in time past. They are also slow to act on reports about the truancy of teachers. Indeed, in some cases, they never respond at all. Some of the teachers openly boast to their head teachers that nothing will happen to them even if they are reported to the directorate. It is believed that some of these recalcitrant teachers have some office staff giving them protection and immunity against their unprofessional conducts.

4.1.2 Inadequate supply of basic educational materials

Respondents expressed that the largely relaxed disposition of both the government and parents to supply text books, chalk, TLMs, exercise books, pens/pencils, furniture and other basic educational materials was very disturbing. They also mentioned that

in the event of the government making the effort to supply these materials, they were simply inadequate. Meanwhile, parents, on their part, feel that their educational responsibility over their children must be borne by government. Remarks such as stated below attest to this:

> **TC:** The commitment of government in the supply of text books and other basic educational materials recently is not very encouraging. Some time ago, there used to be 1:1 or even better textbook to pupil ratio. But of late, there are hardly any textbooks to facilitate teaching and learning in the schools. Where they are available, they are woefully inadequate for the learners. Meanwhile, parents are not ready to buy the text books for their wards. Those who appear to be willing to provide these basic educational needs of their children as they also complain of lack of money.

> **TGF:** CP in the development of basic education is in a very deplorable situation today. In the olden days materials needed for teaching and learning were always readily available, but now, I think the stakeholders have relaxed on the provision of these materials.

The foregoing responses from respondents presuppose that, things would be better if parents and the government had been more proactive and committed to the supply of the educational needs of basic schools.

4.1.3 Prioritization of farm works and other economic activities over children's education

Again, some of the respondents also lamented that some stakeholders such as parents and teachers were more focused on farming and other economic activities instead of the child's education. They attributed this to the fact that especially farming had become a very lucrative venture to them making it seem worthwhile for investment even more than education. This was how the respondents expressed their concern:

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> **TC:** Some parents, out of ignorance are more interested in their farm works and other economic activities than their children's education because to them, farming is the quickest means of making money compared to education. Some teachers also engage the learners to do their farm works, sometimes, at the expense of their contact hours.

> **TGF...**the level of commitment of parents to education today is so poor these days. One would have thought that with the advent of civilization and modernity, education should have been the last thing any parent will deny their children for whatever reason. It is very disturbing for parents to commit their time and resources to their farm works and other economic activities to the detriment of their wards education.

> **KYB:** Parents these days are so engrossed in their economic and farm activities to the neglect of their children's education. This behavior of parents has resulted in so much indiscipline and poor academic performance among the pupils.

4.1.4 Lack of commitment

It is worthy of mentioning that, respondents attributed the poor state of community participation in education to lack of commitment on part of some of the stakeholders. They recounted that parents no longer showed interest and commitment to PTA meetings and payment of PTA dues, head teachers, SISOs and the District Directorate no longer show commitment to their usual routine inspections. Traditional authorities/chiefs have also relaxed in their active role in education (e.g. galvanizing community members for participatory purposes and carrying out purification rites when miscreants defecate in the classrooms and around the school compound). This is attributed to the fact that people have now become very individualistic, making it difficult for them to commit themselves to collective actions. On the part of teachers, the zeal and passion that characterized the profession appear to be dying out. This is what they had to say on these issues:

MPB: The current situation of CP is not as it used to be. Almost all stakeholders no longer discharge their responsibility with the necessary dedication as it used to be some time ago. Typical examples are: refusal of parents to attend PTA meetings, SISOs and the District Directorate do not carry out their usual routine inspections and supervisions as it used to be the case in some time past. Those officers who confide in me lay the blame on lack of means of transportation, nonpayment of fuel allowance or both. The office staff and SISOs are also slow to act on reports about teachers. In some cases, they never respond. It is unfortunate that the traditional authorities do not carry out their usual purification rites when miscreants defecate in the classrooms or around the school premises. The current crop of leadership shuns most of the typical traditional rites as a result of Christianity.

TAF: In recent times, the level of stakeholders' participation in the development of basic education has gone down as compared to the previous years. Parents' involvement and commitment to school activities such as communal labor is very low recently. Hence, some parents feel reluctant to pay their wards P.T.A. levy whilst others pay part and leave the rest. In the years past, parents used not to bother about engaging community teachers and paying them with PTA levies even though government ought to train and post teachers to the schools. Parents now feel reluctant to participate in such activities that are deemed to be the responsibilities of the government. Teachers no longer show the zeal and passion with which they used to go about their duties.

All the opinions shared by the respondents pointed to the fact that the state of CP in the development of basic schools was in a very deplorable state. A study by Bensah (2018) confirms the opinions shared by the respondents that factors such as low economic background, politics, favoritism, illiteracy, low self-esteem, lack of training, lack of resources, lack of communication, lack of information and transparency affect the state of CP in the development of education. Another study by Abreh, (2017) in Akatsi South and Upper Manya Krobo District of Ghana to examine community participation in school based management practices confirms that the involvement and participation of stakeholder in school-based management within

selected communities in these two districts was not well coordinated. Addae-Boahene (2007) also agrees that there are several factors which impact the nature and quality of stakeholders' participation within the school system. These factors according to him include participation style, relationship, information sharing and interaction. Also, a study by Jatoe (2011) in Ghana revealed that chief among the various areas of community participation are contributions in cash, labor and materials. It presupposes therefore that the absence of these variables will undoubtedly not promote the best quality CP as attested to by respondents. Another study by Nsiah- Peprah and Kililiyang-Viiru (2005) revealed that SMCs were operationally non-existent in 14 of the schools visited as far as the formulation of policies, ensure environmental cleanliness in schools, monitor regular attendance of teachers and pupils and ensure adequate supply of teaching and learning resources were concerned. The absence of SMC and ineffective PTAs were identified as the possible cause of the increasingly poor academic performance.

4.1.5 Apathy in Community Participation

The respondents generally agreed that the poor state of CP in education nowadays was mainly due to apathy on the part of parents, teachers and other relevant stakeholders. Some of the respondents were of the view that lack of engagement of the school community and lack of information about the activities of the schools accounted for the general apathy in the development of basic education. Some of the community members also lack the education and appreciation of CP, hence, their apathy. PTA executives, SMC executives and other key stakeholders of education who ought to lead the crusade of CP are themselves not very versed in the skills and

know-how to effectively mobilize people and resource around a common community course in education.

A respondent clearly made this statement:

> **ASM:** Parents, teachers and other stakeholders are apathetic to CP because they lack the necessary education and appreciation of the general importance of education and the need for them to engage in CP.

> **TC:** Parents' apathy and lackadaisical attitude to education matters stems from the fact that some head teacher are not open and tranparent to them especially when it comes to information bothering on finances. For this reason, some parents do not want to contribute any money to the school because of the suspicion of misappropriation.

> **DDN:** The apathy of community stakeholders CP in recent times can be traced to the way and manner some head teachers handle issues bordering on their capitation grant. Instead of identifying the needs of the school with the stakeholders and drawing the School Performance Improvement Plan (SPIP) with the SMC executives, some head teachers resort to planning the SPIP alone and misapply the money. This creates rivalry and strained relationship between especially the SMC executives who sometimes prefer to be apathetic to all matters relating to the school.

Others were of the view that some parents were apathetic because they believe they were fed up doing what they thought should be done by the government. To such people, engaging in CP such as employing community teachers and contributing money or human effort to the building of a classroom structure was tantamount to usurping the responsibility of the central government.

> **SDA:** Sometimes parents feel apathetic to engage in the development of basic education as they feel that they have held the fort for government in providing basic educational needs for a very long time.

> **ABS:** The reason being that most people in the community are of the view that they have been fixing educational infrastructure problems using communal labor without government support for far too long. Therefore, since other

communities who have not committed themselves to the development of education have had their needs met, they will also look on for their infrastructure to deteriorate in order to attract the attention of government would.

What's more, it was added that some parents hid behind the Free Education Policy and shirked their responsibilities. This is what they said:

> **AJ:** The apathy of some community members towards CP is traceable to the Free Education Policy. Most parents therefore shirk their responsibilities to the effect that education is now ‖free".
> TB: The apathy of some parents towards CP is due to the fact that they are now of the belief that their roles have been absorbed by government since almost everything about education is now ‖free".

> CP is currently in its lowest ebb. Previously CP in education was better but now there is general apathy because of the implementation of the Free Compulsory Universal Basic Education (FCUBE). Naturally, people do not attach much commitment and importance to things that cost them nothing.

On the part of teachers, respondents believe that low remuneration was responsible for the apathy among the teachers nowadays. This was clear from these remarks:

> **SDA:** On their part, teachers are also not up to their tasks because of low remuneration vis-a-vis high cost of living.

> **AWT:** ....there is apathy among teachers because of poor monitoring. As a result, some of the teachers have resorted to other businesses to the detriment of their pupils as some of them claim that their take home salary cannot take them home due to the increasing cost of leaving.

One respondent clearly admitted that:

> **TC:** The motivation to be a teacher is very low in the face of high cost of living as against low remuneration leading to most people using the profession as a stepping stone to other more lucrative professions.

From the foregoing comments, it is abundantly clear that there is apathy in relation to CP in Zongo-Macheri due to economic and social factors. Other factors such as lack transparency, ignorance/illiteracy and high unemployment rate are disincentive to effective CP. Uemura (1999a) argues that some of the stakeholders sit on the fence on CP due to administrative issues. Ngesu, Gakuru, Okuro, and Kahingi (2013) observed that communities in rural areas had low morale and negative attitudes towards education of their children. In Madagascar, it was reported that, where Government investments at the primary level had been extremely low, parents and communities contribute money, labor and materials to give their children quality education (World Bank 2004). Apparently, the absence of government support leaves the school infrastructure, equipment, and pupil's supplies to the parents and the community, a situation that is likely to create apathy among stakeholders. Moreover, Mensah, (2008) confirms that weak supervision from district education offices tends to weaken the commitment of school head teachers and teachers in carrying out their duties.

4.2 Research Question 2

What are the expected roles of community stakeholders in the development of basic schools in Zongo-Macheri in the Krachi-Nchumuru District?

4.2.1 The expected Roles of Community Stakeholders' in Participation

The role of stakeholders in the development of education is far reaching and indispensable. This component of the study delves into the expected roles of these stakeholders in participatory development of education (CP).

The study found that respondents had appreciable levels of their respective roles in the development of basic education as stakeholders in Zongo-Macheri. However, some of the accounts given by the stakeholders/respondents were just above average

whereas others can best be described as shallow or peripheral and in some instances, passive when juxtaposed with the structure of community participation by Cavaye, (2010). Besides, the activities of NGOs and pupils in CP in Zongo-Macheri are nonexistent and limited respectively as held by Arnstein's Ladder of Participation in Kalembe (2013).

What is more, there was a missing synergy between the activities of the stakeholders of basic education in Zongo-Macheri as most of them appear to be working in isolation or as individuals instead of collaborating with each other as stakeholders. Narwana (2010) defined Community Participation in education as a situation in which citizens and social agencies affected by the schools are partners in making important school policy decision in areas such as selection of school personnel, infrastructure, budget and plans for integration. Therefore, CP is bound to fail even where there is some sort of active engagement by stakeholders but each of them operates in isolation.

The intercourses below reveal how some head teachers, assistant heads or teachers gave account of their expected roles in the development of basic schools in Zongo-Macheri..

> **SDA:** As a head teacher, I am expected to perform the following roles: Report the issues pertaining to the development of the school to the District Directorate, assign teachers under me to their classes, ensure cordial relationship between the community and the school and maintain discipline in the school. Besides, I organize PTA meetings and organize extra classes for my pupils to make up for the lost time. But as a member of the larger community, I also attend communal labor to fix infrastructure and as well as contribute money towards other educational needs.

MAH: As the head teacher, I am expected to see to the day to day administration of the school. I ensure that every teacher performs his/her duties according to the code of ethics. I also plan the school budget based on the school capitation and disburse it. I keep all school records and make them readily available to the relevant external stake holders. I vet the lesson plans of teachers. I work together with other stake holders to find accommodation for newly posted teachers. I also organize in-service training for the teachers under me.

MPB: As a head teacher, some of my expected roles in participatory development of basic education are as follows: The organization of PTA meetings, ensuring discipline in the school, keeping up to date school records and fostering good school/community relationship. Besides, I also participate in the development of basic education by monitoring the progress of work of pupils and staff, prepare demonstration lessons for teachers, organize in-service training for teachers and even teach like every other class teacher.

TBN: As the head teacher I am in charge of the daily administration of the school including vetting of lesson notes, preparing of School Performance Improvement Plan (SPIP) and ensuring discipline in the school.

Aside my administrative duties, i also participate in other activities. For instance, i use my own resources to organize extra classes for the pupils, connected the school to the national grid to facilitate teaching and learning.

Sussman (1993) asserts that, head teacher retains considerable authority over and responsibility for the internal activities of the school and exercises that responsibility by setting up decision-making structures. The responses of the heads as captured above reveal a certain inclination towards purely administrative duties many of which were individualistic. For instance, one head teacher recounts that, among other things, he prepared and kept school records (including the SPIP) and keeps for external supervisors. This confirms the lack of transparency issue raised against the heads on the planning and spending of the capitation grant. For this entire round of interview, not a single head teacher mentioned the involvement of the SMC in the preparation of

the SPIP, let alone the disbursement of the grant or accounting to the PTA or SMC. It is however refreshing to not that one of the heads mentioned a role that goes beyond the administrative duties (i.e. attend communal labor to fix infrastructure problems in his school.

Also, teachers are pivotal when it comes to the development of the basic education and education in general. Generally, they are expected to facilitate learning through a series of cordinated activities and interventions. It is important to note that some exceptional teachers gave instances when they had to organize free extra classes for their pupils as well as using his personal money to provide some basic needs of them. Teachers also offer administrative support to the head teachers. The expected duties of teachers are summarized in these statements:

> **TC:** As the class teacher I am expected to teach, give and mark exercises, maintain discipline and take part in co-curricular activities organized by the school. Other ways by which I am expected to participate in the development of basic education is through organizing of free extra classes for pupils to catch up with their colleagues. Sometimes I have to use my personal money to provide some of the basic educational needs of my pupils such as erasers, pencils, pens and exercise books.

> **GID:** As a teacher I am expected to give and mark exercise, mark the class register, maintain discipline and perform any other roles assigned me by the head teacher. As assistant head teacher, I also act as the head teacher in the absence of the head teacher. I make sure there is good sanitation in the school. I help the head teacher to organize as well as take part in other co-curricular activities.

> **TGF:** My function as a teacher is to prepare adequate lesson notes and come and deliver to the students. I also help the student psychologically and physically. I assist the head teacher for the administrative work and in his absence I take control of the administrative work and I equally teach the pupils as well.

Moreover, responses from the PTA and SMC participants also revealed that they were aware of their basic roles in basic school development in the community to the best of their abilities. But critical participatory engagement such as the preparation of SPIP and School Performance Appraisal Meeting (SPAM) were hardly mentioned. The following statements establish some of the essential roles the PTA and SMC play in the quest to develop basic schools in Zongo-Macheri.

> **ASM:** Together with my other PTA executives, we are expected to organize communal labor to help solve some of the school's infrastructure needs before the government intervenes. As parents, we are also expected to contribute towards the success of our wards' education through meeting some educational needs such as recruiting community teachers. It is our role to warmly welcome newly posted teachers and make them feel at home. I also visit teachers regularly and find out how they are doing. If they are faced with problems as PTA Chairman I see to it that such problems are resolve. But if I can't do alone, I then engage the other P.T.A executives and collectively we help address the problem.

> **GAD:** As PTA chairman the following are my expected participatory role towards the development of basic education: As a body we provide infrastructure for the school. For instance, all the classroom structures from kg I to JHS were provided by the PTA, not a single structure has been provided by the government or the district assembly. I convene PTA meetings to discuss issues pertaining to the well-being of the school and also inspect and monitor the progress of projects and academic activities of the school. As a body, the PTA does recruit community teachers to augment the staff strength of teachers in the school. Furthermore, the PTA occasionally provides furniture for the school. As executives of the PTA, I help provide accommodation for newly posted teachers and also give them some foodstuffs to make them feel at home.

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. According to Trends (2013), Parental involvement in school is defined as the presence of parents in school to offer their support in communal labor, SMCs or

PTAs meetings, school governance and all other activities as well as paying visits to teachers at their residence. Clearly, some of these expected roles are missing from the responses captured above. Seefeldt (1985) also suggested that parent's involvement should include decision on budget, selection of staff and general operating procedures, and thus given credence to the invaluable contribution of parent's bodies in school management.

According to the SMC/PTA Handbook (2001) it is pertinent for PTA executives to provide the leadership for community support to ensure school effectiveness. This will help the communities to better engage in consultation, partner to plan and manage projects, mobilize resources, all in the spirit of the principles of ownership, empowerment and participation. The handbook further suggests that in most countries all over the world education is funded by the government but in some countries, especially in the less developed world, schools are heavily dependent on funds obtained from other sources such as parents, students, community groups, charitable foundations, local authority and individual business people. The following statements are respondents' reactions to this position.

> **TAF:** As part of my expectation as the SMC chairman, I worked for the provision of desks and roofing sheets for the school from prominent people outside the community. I also ensure the welfare of the teachers. I collaborate with the PTA executives to organize communal labor to provide temporary structures for the school. Again as a signatory of capitation grant, I sometimes help the head teacher to identify the needs of the school and prepare the School Performance Improvement Plan (SPIP) in order to meet the needs of the school.

> Last but not the least; I fight for the interest of the school in all issues. I had ever fought for the school land which was being claimed by someone. I handled the issue peacefully and I was able to claim the land back.

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> **POL:** As SMC, we act as a link between parents and the school community to foster good academic work. We also liaise between the school community and the Eeducation Directorate as well as other relevant educational stake holders. Finally, we monitor school projects on behalf of the stake holder concerned to ensure value for money. My work as SMC chairman, together with the other executives, liaise with the PTA to call PTA meetings, discuss issues pertaining to education and mobilize resources to undertake school projects. Sometime, we use our own resources to champion the development of education.

The expected role of the SISOs to the development of basic schools can be seen in this response:

> **DDN:** As a circuit supervisor (SISO), I act as a liaison between the school and the directorate, feeding each of them with relevant information. I also supervise teaching and learning and all activities in the schools under my jurisdiction. I also make sure that there is a good relationship between the school and the community. Besides, I also take part in the organization of sports and cultural activities and educate parents on the need to send their children to school.

The Unit Committee Chairman and Assembly Member also gave account of their expected roles in the development of basic schools in the area. The statements below reveal the roles they play.

> **AWT:** As a unit committee chairman, I, together with my other members serve as intermediaries between parents and teachers as well as the school/community and government. The committee led by me is responsible for the maintenance of school facilities and work in collaboration with teachers and the PTA to promote high academic stands. As a committee, we also take part in the monitoring of the utilization of the Capitation Grant. Aside my role in the daily administration of the basic schools in Zongo-Macheri, I also help the PTA to mobilize and take part in communal labor to fix infrastructural problems, to help secure accommodation and provide foodstuffs for newly posted teachers.

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> **MAS:** As an assembly member in Zongo-Macheri electoral area: One of my duties is to lobby for projects and other educational needs for schools in my electoral area. I organize communal labor to put up temporary school structures and help secure free or subsidized accommodation for newly posted teachers. Again I monitor the activities of teachers and head teachers. Other ways by which I participate in the development of basic education is gathering of data on all the educational needs of my electoral area and make it available to the assembly for the purposes of planning. I also help sensitize my electorates on the need to send their children to school and providing their basic educational needs.

Traditional leaders are also not left out in contributing their quota to basic schools development. This statement captures what they do.

As a traditional leader, I contribute to the development of basic education through the following means:

> **JAK:** I am expected to participate in the development of basic education by mobilizing resources to support educational projects through personal donations, appeal for fundss and lobbying. I also make arrangement for accommodation for newly posted teachers and provide free land for the establishment and expansion of schools in my jurisdiction. I collaborate with the PTA and the SMC to organize communal labor to fix educational infrastructural problems and collaborate with them to make byelaws to streamline education in my jurisdiction. Even though I am also expected to perform rituals to ―purify‖ classrooms when they are desecrated with feces and blood by miscreants such a role is no longer being performed because the crop of linguists now do not have the spiritual strength to embark on those spiritual exercises as a result of Christianity.

Moreover, respondents were equally not oblivious of the obligations of the government as far as the development of basic schools is concerned. Respondents had these to say:

ASM: The central government, as the major stake holder of education, makes and implements educational policies and programs, recruit teachers and provide infrastructure and also provide the basic educational needs of the schools such as school uniforms and TLMs.

GID: The central government rolls out educational policies, recruits teachers and pays them, monitors teaching and learning through the National Inspectorate Board (NIB) and so on.

TAF: Ghana Education Service (GES) through the District Directorate is expected to champion the provision of basic needs such as desks and TLMs. The District Directorate also performs supervisory and monitoring duties in the school to ensure quality teaching and learning.

It is clear from the responses above that each stakeholder, to a large extent, was not only aware of his or her role in CP but was also aware of those of the government. The government and the District Assembly are expected to provide furniture, post teachers to the schools and build school infrastructure. The PTA is also expected to complement the efforts of the government and the District Assembly to provide infrastructure, TLMs and also recruit community teachers to beef up staffing situations in the schools. Teachers are to teach the learners, mark registers, give learners exercises and mark them and help maintain discipline in the school.

4.2.2 Need for collaboration among Stakeholders

Suffice it to say that respondents were aware of their expected roles as stakeholders of education but they also generally agreed that there was the need to collaborate in order to achieve results. The role of collaboration among critical stakeholders in the provision of quality education cannot be overstretched since it provides the route to higher performance and achievement. They had these to say:

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SDA: So far as education is the backbone of every economy, it would be a misplaced priority to expect one or few stakeholders to champion the development of basic education.

ASM: It is not possible for one entity to champion the development of basic education. This is so because education is a collective responsibility.

AJU: Few stakeholders cannot shoulder the responsibility of CP because it is a collective responsibility and entrusting it into few entities will bring down the standard of education completely.

AWT: It is going to be very difficult for one or few stake holders to champion the development of basic education because as the saying goes, two heads are better than one. Again, when all stake holders get involved in the development of education, the burden becomes less difficult for each of them.

ABS: It is not possible for only few people to handle the affairs of CP because the responsibilities of education are too heavy to be borne by few stake holders.
LGM: It is very suicidal to leave the responsibility of CP to only a few stakeholders because what goes into education is too enormous to be borne by few hands. Until the trend is reversed, any attempt to improvr CP is tantamount to pouring water on athe rock.

MAS: I will not say that leaving the work of CP for a few stakeholders to do is the right thing to do. We need to collaborate and complement the efforts of each other in other to realize the full benefits of participatory development of education.

MPB: Basic education and education in general needs the collective commitment of all stake holders to ensure quality in education. As it is now, it will be difficult to achieve results unless the various stakeholders learn to collaborate and work as a team.
POL: It is not expedient for a few stakeholders of education to engage in CP as it is being done.
This is so because the development of basic education is a collaborative work. For instance, parents should be visiting their children in their schools and interact with their teachers in order to identify and collectively attend to the educational needs of the pupils.

Undoubtedly, education takes place most efficiently and effectively when the various stakeholders collaborate. Uemura (1999b) affirms that schools cannot and should not operate as islands within society. Williams (1994) argues that lack of resources and management incapability has proven that governments cannot singlehandedly provide all the educational needs of the country. This forms the core of the emergence of the collaborative approach to the development of education in which communities play a supportive role to government in the provision of educational needs. It is therefore imperative to involve the community in the activities of the school as the child's education and total upbringing is the collective responsibility of the school and the community.

4.3 Research Question 3

What are the benefits of community participation in the development of basic schools in Zongo-Macheri?

From the interviews conducted, respondents admitted that CP had so many benefits. The most common benefit deduced from their responses included discipline, academic performance and welfare.

4.3.1 Discipline

Respondents had a common view that effective community participation had enormous benefits. First, they admitted that effective community participation brings discipline into the school system. One respondent mentioned that parental involvement in the affairs of the school puts teachers on their feet; they will generally do what is right as far as their work is concerned since they know the parents have interest in what they do. These were the words of the respondents:

> **ABS:** Effective CP promotes discipline. The involvement of parents in the planning and implementation of school activities and programs as well as the administration of the school system make them _own' the school. For this reason, they show concern and monitor the actions and conduct of both teachers and pupils and report any unscrupulous behavior to the appropriate quarters for redress.

> **ASM:** When parents show keen interest in their wards school work and visit the school on regular bases to check on their wards, it puts both the pupil and the teacher on their toes in order not to portray any image of laziness or truancy to the parents.

Another respondent also strongly believed that parents' involvement brings discipline among school children since they know their parents are in regular touch or contact with their teachers.

> **GBD:** There is nothing that fosters and promotes discipline among pupils than when they know that their parents are in touch and friends with their teachers. For fear of their wrongdoings both at home and in school being shared by their parents and their teachers and being dealt with by both, pupils tend to behave themselves under such circumstances, thereby ensuring discipline at all times.

A respondent realizing the power of CP to bring about discipline called for collective approach to tackle indiscipline in order to ensure discipline in the school system.

> **KYB:** Indiscipline per say is better tackled through collective approach. Therefore, when parents and the school community as well as relevant stakeholders come together in CP to resolve issues of indiscipline, they are able better placed to gather ideas that will yield faster and lasting dividends in ensure discipline in the school system.

With Community Participation**,** the stakeholders (especial parents and teachers) become watchdogs over each other and pointing out their respective weaknesses at the appropriate forums for redress. These checks promote effective discipline in the school. For instance truancy and absenteeism among pupils and teachers can best be dealt with in this regard. Hall (2011), Honda and Kato (2013) observed that involving

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community members could lead to strengthening accountability in school management. Cariño and Valismo, (1994) have also argued that community participation in education helps in creating a nourishing school atmosphere and a positive Community-School Partnerships. A World Bank Report (2012) stated that in places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive at classrooms on time and perform effectively in the classrooms. Murphy (1991) reports that good parent-teacher relationship can help build up public confidence in the school and ultimately engender maintenance of discipline in the school. All these go to support the assertion that effective CP promotes discipline in the school system.

4.3.2 Academic performance

Moreover, respondents agreed that effective CP brings about better academic performance. They shared their opinions as follows:

> **SDA:** With community participation, learners are able to improve their academic performance as the stakeholders such the teacher, parents, SMC and the government do their bits to make the best for children's time spent in school. For instance, parents provide basic needs such as school uniforms, stationery and feeding to the pupils whereas the government provides infrastructure, teachers and textbooks.

> **AWT:** An effective CP develops the interest of parents in the academic progress of their children. For this reason, they not only help their children to do their homework but they also ensure that the children are provided with the requisite educational needs such as school uniforms, exercise books, pencils and erasers. This ultimately culminate into better and higher academic performance.

> **DDN:** Effective CP involves the regular supervision and inspection to ensure that teachers abide by their professional duties and responsibilities. Such routine inspections and supervision by officers from the directorate and the SISOs could identification and appropriately sanction any staff engaged in acts of laziness and shirking of responsibilities. This puts teachers as well as head teachers on their toes as far as their job description is concerned thereby leading to high academic performance.

Some studies that lend credence to these opinions shared by the respondents include that of Cornwall (2008) which suggests that the goal of CP is to improve the educational delivery so that more children learn better and are well prepared for the changing world. Also, Blimpo, Evans, and Lahire (2014) found that effective community participation leads to improved student learning in rural communities in Kenya. Goldring, (1994); Colleta and Perkins, (1995) argued that communities' and parents' involvement helps provide curriculums and learning materials that reflect children's everyday lives in society. Again, Sylva et al, (2004) add that, children who are well fed and attend school regularly and their parents get involved in school activities are most likely to succeed in school. Dorman (2002) and Protheroe (2009) found that quality teaching and learning take place in an environment where relationships among teachers and children are friendly and parents support homework programs.

4.3.3 Welfare

Adding on to the benefits of CP, respondents also mentioned that effective CP caters for the welfare needs of the school. They remarked that:

> **SDA:** CP helps to promote the welfare of teachers as parents and the community as a whole will either volunteer or help to find accommodation for especially, newly posted teachers and teacher trainees on teaching practice. The community will even be prepared to give them protection in times of threat or danger.

> **ASM:** When there is active involvement and collaboration between the various stakeholders of education such as parents, teachers and SMC, it leads to an effective and sustainable provision of the needs of the pupils, teachers and the school as a whole.

> **KYB:** Most schools in rural areas which are lucky to have classroom blocks do not have furniture for the pupils. In such schools, children either have to sit on the floor or on blocks which poses health risks to them. An effective CP will ensure collaboration between the stakeholders to address the problem. In most cases, the PTA or the Member of Parliament comes to the rescue.

A World Bank Report (2012) cited the Maximization of Limited Resources as one of the benefits of community participation in education delivery. It says that parents are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery, hence supporting teachers with accommodation, food and other needs. In Madagascar, a report by the World Bank in 2004 noted for example that, where Government investments at the primary level have been extremely low, parents and communities contribute money, labor and materials to support the schools to keep afloat academically. Goldring, (1994); Colleta and Perkins, (1995) further argued that communities' and parents' involvement helps provide curriculums and learning materials that reflect children's everyday live needs. Therefore, effective CP is necessary for the welfare or the development of basic schools.

4.4. Research Question 4

What are the challenges that hinder the participation of community stakeholders in schools in Zongo-Macheri?

There are a number of challenges confronting communities in their bid to engage in community participation. It came to light during the interviews that some of these

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challenges apply to community participation in schools in Zongo-Macheri. These were, the politicization of educational policies, negative attitude of parents, financial challenges, and low level of education or illiteracy.

4.4.1 Politicization of educational policies/issues

Respondents admitted from the interview that politicization of educational policies/issues is one of the challenges that hinder the participation of community members in schools. This was how the respondents also expressed their opinion.

> **SDA:** Many parents hold the opinion that they elect political leaders to solve all their problems for them. So there is no need to still continue to engage in CP. For this reason, some of them have developed cold feet to CP.

> **SDA:** Unfortunately, some parents have ─offloaded" all their parental responsibilities onto the politician to carry for them. As a result, they refuse to take part in CP.

It is true that we elect our political leaders to make our lives better for us but this does not mean that we have surrendered all aspects of our responsibilities to the political authorities to solve for us. Undoubtedly, it is very problematic when parents shirk their responsibilities, leaving everything to the central government.

Also, it was revealed that most parents thought that the introduction of free education had made everything free, so parents now refuse to pay any money to support the school or to engage the services of community teachers. This is what was said in respect of that:

> **AJU:** Some parents clearly misunderstand the Free Compulsory Universal Basic Education (FCUBE) and the current Free Senior High School (FSHS) policies as they interpret it to mean that they have been freed of their educational responsibilities. For instance, because education is ─free" some parents see no reason why they should be asked to pay any money to support the school or to engage the services of community teachers.

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The government is doing its best in making education free, this does not mean however that parents should sit on the fence and shirk the responsibilities which include noncompliance to the payment of money to support the school or refusung to engage the services of community teachers and stop buying stationeries for their children. It is a matter of fact that the government is discouraging the collection of PTA levies to curtail the extortion of parents by some head teachers. The reason for this position of government especially at the basic school level is that capitation grant is to be used to run the schools. However it was admitted that:

> **TC:** ....these monies are woefully inadequate to meet every financial need of the schools, leaving the school heads in a state of predicament as they are unable to solicit money from the PTA.

Another policy that respondents admitted is posing a great challenge is the ban on corporal punishment in schools. They said;

> **AWT:** Due to the ban on corporal punishment in schools, some parents and guardians do not want their wards to be punished in any way. This frequently leads to confrontations between such parents and teachers who have a responsibility to maintain discipline in school.

One respondent also had this to say about the introduction of the standards based curriculum in our basic schools;

> **ABS:** With the recent introduction of the standards based curriculum in the KG and primary schools, many us are left wondering what the future of our children is going to be as the essential components of the new curriculum such as text books have not been supplied for almost a whole year now.in all this, we are left with no option but to attribute the motive for the introduction of the new curriculum to be politically motivated and not with the main intent to improve standard of education.

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It is worth mentioning that though the intent for the introduction of new curriculum may be a good one, the absence of requisite materials such as textbooks to effectively implement it is a big challenge. This statement by one respondent buttressed the point.

> **MAS:** The introduction of the standards based curriculum is a very laudable initiative by the current government. But the absence of an essential component such as text books makes the initiative look more of a political action to score political goal than a well thought through government policy.

Respondents also had issues with the government's policy of mass promotion and the way teachers are transferred. On the mass promotion, one respondent stated that it is a big challenge because it does not motivate teachers, parents and the students themselves to put out their best. These were his words:

> **GBD:** A challenge that has bedeviled the educational sector is that sometimes policies of government such as mass promotion create the impression that the efforts of teachers will not amount to the desired impact. This is because parents will clearly not play their supervisory role and providing the basic needs of their children but would be quick to insist on their promotion irrespective of their children's poor academic performance. In the end, there is no motivation for the child to learn.

On transfers, it was revealed that some teachers are transferred as punitive measures based on their political colors. This statement by the respondent attests to the claim that transfers are politically motivated.

> **TBN:** For whatever reason, some teachers get transferred to other areas because of their perceived political colors. This happens when the political power wielders' authority and influence is threatened by the presence of the teacher concerned. Just a few months ago, a teacher was transferred because of his alleged refusal to register a man he perceived to be a foreigner in the recent Ghana card registration exercise in this area, an action that did not go down well with a political authority who has family ties with the man who was denied the registration, hence the transfer.

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It must be noted, however funny it might look, that a follow-up by the researcher indicated that the said transfer was reversed by another superior political authority.

4.4.2 Negative attitude of parents

From the interview, it became evident that parents exhibited some negative attitudes towards education. Respondents mentioned lack of interest in children's education, disrespecting teachers, prioritization of secondary education over basic education and failure in attending PTA meetings.

On whether parents showed interest in their wards education or not, respondents admitted that some parents did not show interest in their children's education. They mentioned instance where some parents forcibly took their children from school and others keeping their children out of school without apperant reason or permission. These was what one respondent had to say:

> **ASM:** One negative attitude of parents that affect education is that parents do not show interest in the education of their children. There was an instance when a CBE (Complementary Basic Education) pupil's parent came to forcibly withdraw the ward from school claiming that he did not sanction the child's education in the first place.

Admittedly, to take children from school without permission and using them on the farm was not a good practice. However, this is what is prevailing in the Krachi-Nchumuru district as is clearly seen in this statement below:

> **ASM:** We have received several complaints from our teachers that parents have been taking pupils out of school to help them in their farm work without permission from the school authorities. All efforts to convince them to refrain from such acts did not yielded any positive results perhaps because those parents do not value the education of their children.

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Some respondents were of the opinion that parents did not see the value or importance of their children's education because of their low level of education. For parents to kick against free extra classes for school children left much to be desired. These were the words of a respondent that supports this claim:

> **POL:** Because of the generally low level of education in this area, most parents do not see the importance of education. In many instances, parents have had to resist the organization of free extra classes by teachers for pupils to catch up with their colleagues in the well-endowed schools. Such parents do not see the need for their children to be kept in the school beyond the normal closing time since they will need the children to help them in their chores and other economic activities.

Moreover, respondents mentioned that parent's refusal to attend PTA meetings and visit their children in the school was very disturbing. Parents' role in decision making and regular visits to the school is very helpful but where it is absent, a lot of things can go wrong. The following statements were made in respect of parents' attendance to PTA meetings and to the school to visit their wards.

> **AJU:** Parents do not often attend PTA and SMC meetings but they are very quick to criticize and condemn any decisions arrived at during such meetings thereby discouraging and inciting others from complying with same.
>
> **ABS:** Apart from PTA meetings during which some parents will step feet in their children's school. Most parents do not, on their own visit their children in the school, interact with teachers about their children academic performance and the way forward.

One significant negative attitude respondents mentioned which is worthy of consideration is the prioritization of secondary education by parents over and above basic education. Obviously, this is out of ignorance since basic education forms the

foundation of secondary and for that matter, all other higher education. This is what was said:

> **DDN:** For whatever reason, parents in this area prioritize secondary education over basic education. For this reason, they blatantly shirk their parental responsibilities to their children at the basic school level but rush head over heel to even borrow money to sponsor their children's secondary education.

It was disheartening to observe that parents could disrespect teachers to the point of verbally or physically them, sometime, in the presence of pupils. This is what respondents had to say about that:

> **TGF:** It is very sad that in this age and era, teachers will suffer abuse, verbal or physical, from parents. It demotivates the teacher and it makes the children lose the respect that they should have for the teacher.

> **TB:** Some parents are fond of insulting teachers in front of their children so the children end up not respecting their teachers. Therefore it makes it difficult for the pupils to learn from the same teachers that they have no regards for…

It is obvious from the forgoing that negative attitude is a serious challenge to the development of basic education in Zongo-Macheri. A study in Kenya by Ngesu, Gakuru, Okuro, and Kahingi (2013) observed that communities in rural areas had low morale and negative attitudes towards education of their children. This they admit had negatively affected community participation in early childhood development education centers. Chevedza, Wadesango, and Kurebwa, (2012) also emphasized that poverty poses serious constraints to rural people's effort to provide educational support resources for their children in the homes and at school, thus, most parents have low morale and negative attitudes towards participation in development of education.

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4 .4.3 Financial challenges

Poverty is undeniably a challenge that hinders effective community participation in education. Stakeholders especially parents and the government are unable to adequately provide basic educational needs of children owing to inadequate or lack of money or resources. According to Alwar (1995), poverty has compromised the abilities of parents and local communities to give financial support their children's education. A situational analysis on community participation and proposal for cost effective community mobilization prepared by Alwar (1995) cited poverty as one of the factors hindering community participation in Early Childhood Education (ECE) projects. Chevedza, Wadesango, and Kurebwa, (2012) on the other hand, have emphasized that poverty poses serious challenges to rural people's effort to provide educational support resources for their children in the homes and school. To sum it all up, McClusky (1970, 1974) argue in his theory of margin that that rational adults would not participate in a collective action if they are saddled with heavy loads and little power to cope with. They will therefore be too preoccupied with the critical issues of survival to the detriment of community participation.

A respondent admitted that:

> Poverty is one of the challenges hindering education in this area. This is because some parents are unable to provide their children with money to buy food in the school.

He continued by saying that children sometimes leave school to the house and at times trace their parents to the farm just to get food to eat.

> **AJU:** …some of these children go to the house during break to find something to eat in the absence of their parents who would have gone to the farm. Unfortunately, some of these children end up not coming back to school till the following day. As a matter of fact, some of the children themselves will prefer to be with their parents on

the farm where at least, they are assured of roasted yam than being without food in the school.

Another respondent added to this by saying that:

> **SDA:** Most parents in this area are poor and cannot afford the basic educational needs of their children. Most of the time, the children go to school without pocket money for food.

Similarly, it was said that:

> **LGM:** Because of poverty, some parents are unable to provide their children with pocket money to buy food in the school. For this reason, they would prefer keeping them out of school and sending them to the farm instead.

It was observed that this situation was especially precarious due to the fact schools in Zongo-Macheri and its catchment area were not on the School Feeding Program. As a matter of fact, parent's inability to provide pocket money for their wards to take to school could have been alleviated with the extension of the School Feeding Program to the schools in question. This was how a respondent revealed efforts made to get the schools in the area onto the program:

> **GID:** Efforts have been made over the years to get schools in Zongo-Macheri hooked onto the school feeding program but to no avail. This is to lessen the burden on poor parents who find it difficult to provide adequate and nutritious food for their children to enable them go to school unhindered.

A respondent also revealed that some parents prefer to send their children to the cities to work for money instead of taking them to school. This is what he said,

> …..Because of poverty, some parents prefer to send their children to the urban centers to work as maid servants to the detriment of their education. Sadly, such parents see **TC:** those avenues as blessings and a relief of their burden since they cannot look after the children themselves, let alone send them to school.

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4.4.4 Illiteracy and low level of education

It was established from the research that a person's level of education determines the importance he or she attaches to education. Therefore, those who have some form of formal education were much more serious and interested in the affairs of their children's education than the uneducated ones. This is because the educated ones know the importance of education, having been beneficiaries themselves. Thus, low level of education or illiteracy is a challenge to effective community participation in education. It was conceded that educated people were more serious and committed to the development of education than the uneducated or illiterates. The following statements were made to support this assertion.

> **SDA:** …...the educated ones show more commitment to educational needs of their children than the illiterates. As a matter of fact, the higher a person's level of education, the higher his or her responsiveness to the educational needs of their children.

> **AJU:** Those who are not educated don't see the need or importance of education and feel reluctant to spend money on their wards' education. The educated ones really know the importance of education and will do everything possible to educate their wards.

> **TGF:** The educated ones are serious towards their child's education and are willing to educate their wards to even reach a level that they did not reach in life. But those who are not educated don't really care much about their child's education. This is because the illiterates have little or no appreciation for education as they tend to prioritize the work they do over their children's education.

> **MPB:** Generally, the level of participatory development in basic education by the uneducated is abysmally low compared to that of the educated. This is largely due to the high level of ignorance among the illiterates. There was an instance when a CBE (Complementary Basic Education) pupil's parent came to forcibly withdraw the ward from school claiming that he did not sanction the child's education in the first place.

These statements above by respondents prove that illiteracy was a big challenge to effective and active participation in the development of basic education. In agreement, Howley and Maynard (2007) argued that parents who themselves had not engaged in education beyond primary education usually struggle to value education for their children and will exhibit some level of resistance towards participating in providing education. Capper (1993) cited in Howley and Maynard (2007) posit further that communities in rural areas do not seem to value the education of their children as a result of predominant illiteracy and ignorance. They argued that most of the rural parents have lower levels of education than parents of children in urban schools, and they did not feel comfortable being involved in school procedures and meeting with teachers.

4.5 Application of the Theory to the Study

The options for the members of a community towards the development of basic education are either to participate or not to participate. The reviewed theory, (theory of margin) is relevant to the understanding of the conditions under which people participate or do not participate in collective action. Factors that influence collective action might also influence participation in the development of basic schools given the fact that the CP of basic schools entails some collective action in one way or the other.

The application of the theory of margin hinges on the hypothesis of Lupanga (1988) that, the higher the margin between load and power, the lesser participation in development activities. A central component of the theory applicable to the life of an adult individual is the relationship between load and power, Grenier and Burke (2008) citing Walker (1997). That relationship, when examined relative to community

participation in the Zongo-Macheri community in the Krachi Nchumuru District, was identified as a prominent factor that affected the propensity of people to initiate and or respond to issues pertaining to the development of basic education and development in general.

The hypothesis of the theory of margin flows from the logic that majority of the people in the Zongo-Macheri community in the Krachi Nchumuru District were saddled with heavy loads with little power to cope therewith. They were, therefore, too preoccupied with the critical issues of survival to engage meaningfully in community participation. It therefore suggests that efforts to mobilize marginal masses to participate in development activities must, of necessity, include the reduction of load or raising their power or both. The _power' is seen by the study as empowerment. Community members must be empowered to participate so that they are able to initiate actions on their own and thus influence the processes and outcomes of basic schools.

Therefore, if indeed, the purpose of community participation is to give people more opportunities to engage meaningfully in development activities: empowering them to mobilize their own capacities, managing their resources, making decisions and controlling the activities that affect their lives as indicated by Sproule (1996), then the task is not to impose participation on unwilling community members but to identify and control the factors that exclude them from active community participation. This is because community members will only participate if they feel that their participatory activities will not threaten their livelihood and means of survival.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMEDATIONS

5.1 Introduction

This chapter presents the summary of findings situated within McClusky's (1974) theory of margin and the conclusions drawn from the findings. Finally, recommendations are offered on the basis of the findings.

5.2 Summary of Major Findings

The purpose of the study was to explore the current state of community participation in developing basic education in Zongo-Macheri in the Krachi-Nchumuru District of the Oti Region. The study adopted the qualitative research approach. The case study design was the plan used to conduct the study to explore the current state of community participation in the development of basic education in Zongo-Macheri. The sample size for the study was 20. The purposive sampling procedure was applied in selecting and interviewing key stakeholders who could provide relevant information required for the study. The population for the study comprised all the Head teachers and staffs, School Management Committee (SMC), Parent Teacher Association (PTA) Executive members of Zongo-Macheri D/A, E/A, R/C and Pentecost basic schools. Others were the Banda Circuit Supervisor/SISO, the Assembly Member of Zongo-Macheri Electoral Area and the traditional authority/Chief of the Zongo-Macheri community. Excerpts from the data collected were pierced together to serve as exemplars under which Power, Load, and a combination of both played out the theory of margin. The data collected from the interviews were analysed guided by an inductive content analysis approach.

Respondents provided answers to four research questions carved out of the research objectives. These were:

i. What is the current state of community participation in the development of basic schools in Zongo-Macheri in the Krachi-Nchumuru District?

ii. What are the expected roles of community stakeholders in the development of basic schools in Zongo-Macher?

iii. What are the benefits of community participation in the development of basic schools in Zongo-Macheri?

iv. What are the challenges that hinder the participation of community in schools in Zongo-Macheri?

The study finding on the current state of community participation in the development of basic education in Zongo-Macheri in the Krachi-Nchumuru District revealed that the state of community participation was nothing to write home about.

In some cases, the stakeholders were either ―aware‖ of participation or merely ―observing‖ as contained in Cavaye (2010). Agained, per the ladder of citizen participation as propounded by Arnstein (1969) and cited by Kalembe (2013), most of the community stakeholders were either at the first stage of the ladder (nonparticipation) or at the lowest level of participation (information). Besides, the activities of NGOs and pupils in CP nonexistent and limited respectively as held by Arnstein‘s Ladder of Participation in Kalembe (2013).

The respondents ascribed reasons such as: lack of commitment on the part of teachers and parents, lack of regular supervision, prioritizing economic activities over the education of children, apathy and inadequate supply of basic educational materials by

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government and parents as some of the causes of the deplorable state of CP in the development of basic schools in Zongo-Macheri.

Reacting to the question on supervision, respondents mentioned that SISOs and the District Education Directorate did not carry out their usual routine monitoring and supervisions as used to be the case in the past. This they believed had led to some teachers taking advantage of the vacuum so created to engage in truancy and absenteeism.

Also, the respondents admitted that the commitment of government in the supply of classroom infrastructure, teachers, text books and other basic educational materials has dipped as compared to what prevailed some years back.

Again, the respondents confirmed that parents' level of commitment to education was very poor compared to the previous years. They attributed this to the issue of survival as a result of increasing cost of living, thus some parents dedicate their time to their farm works to the detriment of their wards education. It was also discovered that parents did not show much interest in PTA meetings and the payment of PTA dues,

traditional authorities had also relaxed in carrying out their usual purification rites any longer (any time unknown people defecated in the classrooms), and teachers no longer show the zeal and passion with which teachers used to go about their duties.

Furthermore, the respondents were of the opinion that the poor state of CP in the development of basic schools in Zongo-Macheri was as a result of apathy on the part of parents, teachers and other relevant stakeholders. they were of the view that education was no longer deemed lucrative due to increasing levels of graduate unemployment as parents were also fed up doing what they thought was the duty of

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the government (e.g., putting up classroom structures and employing community teachers). Last but not least, respondents mentioned communication gaps, lack of transparency on school finances and low remuneration as some of the causes of the apathy among the teachers.

As far as the expected roles of stakeholders in the development of basic schools in Zongo-Macheri in the Krachi-Nchumuru District was concerned, the study found that stakeholders such as head teachers, teachers, unit committee and assembly members, traditional leaders, circuit SISOs, the PTA and SMC were generally abreast with their expected roles as stakeholders. However, it was abundantly clear that there was a missing link between what they knew to be their roles and what they were actually doing. Again, there was no adequate collaboration among the stakeholders in relation to the performance of their roles. As a result, respondents agreed that there was the need for the stakeholders to collaborate more in order to achieve results in CP.

On the benefits of community participation in the development of basic schools in Zongo-Macheri, respondents admitted that the community stakeholders of basic education in Zongo-Macheri stand to benefit so much from CP. Key among the benefits mentioned were promoting discipline, high academic performance and ensuring the welfare of the stakeholders. The respondents pointed out that effective community participation by parents brought discipline among both teachers and students because to them, effective CP would serve as a check on each stakeholder and propel them to do the right thing. Also, learners are able to improve their academic performance as the stakeholders such as the teachers, parents, SMC, and government do their bits to make the best out of children's time spent in school.

Finally, respondents again mentioned that CP caters for the welfare needs of the pupils and teachers alike.

Respondents also identified some challenges that, in their view, hindered the participation of the community stakeholders of basic schools in Zongo-Macheri in the Krachi-Nchumuru District. To this effect, they mentioned the politicization of educational policies, negative attitude of parents, financial challenges, and low level of education or illiteracy among stakeholders especially parents/guardians. It was clear from the interviews that most parents held the opinion that because they elect political leaders to solve their problems for them, there was no need to still continue to engage in CP. It came to light that sometimes transfers of teachers were politically motivated. It was also evident that parents exhibited some negative attitudes towards the education of their children such as: lack of interest in children's education, disrespecting teachers, failure to attend PTA meetings, and prioritization of secondary education over basic education. Poverty was mentioned as one of the challenges hindering education in the area because some parents are unable to provide their children money to buy food and basic school materials.

It was further found that educated people were more serious and committed to the development of education than the uneducated or illiterates, hence the uneducated neglect their children's education. This gives credence to the view of Capper (1993) cited in Howley and Maynard (2007) which suggests that communities in rural areas do not seem to value the education of their children as a result of predominant illiteracy and ignorance. They argued that most of the rural parents have lower levels of education than parents of children in urban schools, and they did not feel comfortable being involved in school procedures and meeting with teachers.

5.3 Conclusions

Based on the findings the following conclusions were reached: that the situation of community participation in the development of basic schools in the Zongo-Macheri is very precarious. Reasons such as: lack of commitment of teachers and parents, lack of regular supervision, inadequate supply of basic educational materials by government, and apathy were identified as the cause of the deplorable state of CP in the development of basic schools in Zongo-Macheri. To this effect, it was revealed that people in the community used to be very active in community participation in the time past. Unfortunately, this has given way to lukewarm attitude largely as a result of rising cost of living and occupational demands ‖load"

The study findings have also established that stakeholders such as: head teachers, teachers, unit committee and assembly members, traditional leaders, circuit SISOs, the PTA and SMC were generally aware of their expected roles in the development of basic schools in Zongo-Macheri. That notwithstanding, essentially there was the need for these stakeholders to collaborate and coordination amongst themselves in order to achieve the desired results. This is because; much of their perceived participation and the collaboration thereof generally leave much to be desired.

Of equal importance was the revelation that community participation in the development of basic schools had enormous benefits. The respondents consented that effective community participation by parents and other community stakeholders could instill discipline in both teachers and students, ensures high academic performance and meets the welfare needs of schools among other things. But of course, since community participation in Zongo-Macheri was generally poor compared to what happens in other areas, most of these benefits remain elusive to a large extent.

The study finding had also discovered that there were a plethora of challenges that seen to be militating against effective community participation in the Krachi-Nchumuru District many of which confirmed the theory of margin as posited by McClusky (1970). One of the key factors militating against community participation by stakeholders was their being saddled with so many personal and social obligations ─load" as against fewer resources and skills ─power" thereby living them with less margin to contribute to community participation. It was pointed out that parents and other stakeholders were financially challenged making it difficult for them to afford basic educational needs of the learner. This was against the backdrop that basic schools in Zongo-Macheri and its environment were not hooked onto the School Feeding Program. Consequently, parents who were constraint by financial problems often preferred keeping their children out of school and sending them to their farms.

 Besides, the illiterates and less educated in the community did not also place much value on education due to lack of appreciation of education and gross ignorance. There was politicization of educational policies or issues. Last but not the least; parents exhibited negative attitudes towards teachers and education in general.

5.4 Recommendations

As stressed by Asiedu-Akrofi (1978), the importance of promoting a working school/community relationship towards propelling effective community participation cannot be over emphasized. The recommendations below are made based on the findings and conclusions drawn from the study.

The study finding established that the situation of community participation was appalling because there was lack of commitment on the part of teachers and parents, lack of regular supervision, and inadequate supply of basic educational materials by

government. In this regard, it is recommended that head teachers and circuit supervisors should be adequately resourced to be able to embark on regular supervision so as to stump out any unprofessional conducts in the schools. Indeed, District Directors of Education must ensure that SISOs reside within their respective circuits to facilitate their routine supervisory and other duties.

 The central government on its part must be seen to attach urgency to the provision of adequate infrastructure, teachers and teaching/learning resource needs of the basic schools in Zongo-Macheri. Again, the PTA should organize and repackage their activities and programs making it attractive for most parents to want to get involved and make an impact.

It is also recommended that stakeholders and the general public should be educated to depoliticize educational issues. Since it was revealed that some parents could not afford to buy food for their children while at school, the government should consider putting the Zongo-Macheri schools on the School Feeding Program to encourage more children to want to be in school.

There should also be frantic efforts at promoting a healthy school/community relationship in the basic schools in Zongo-Macheri by using the pupils as a conduit between the school and the community. The expected school/community relationship should be fostered by the school authorities by ensuring that school children take home a good impression about the school. Pupils could be used to inform the school of the opinion of the community or the plans and activities of the school through publications of school magazines and giving detail school reports. In addition, events such as speech and prize giving days, sports and cultural festivals, founders' day, open days and durbars, seminars, workshops and symposia must be encouraged to

bridge the gap between the school and the community. The school could leverage on such events to showcase the activities and successes of the school for parents to appreciate, make them identify themselves with those activities and successes of the schools and motivate them to get involved. Schools should regularly engaged more of community resource persons and preachers during teaching and learning and school worship respectively. It is important to note that a healthy school community relationship can be promoted when the members of the school community have access to the facilities of the school. The schools in Zongo-Macheri should therefore encourage the use of its facilities by the Zongo-Macheri community. This may include the use of classrooms as places of worship while the school field can be used for funerals and community based sports and games. This will help to strengthen the ties between the school and the community thereby promoting active participation.

Similarly, strategies and interventions such as regular capacity building workshops and training of stakeholders especially teachers, SMCs, PTAs, traditional authorities and Unit Committee members is highly recommended. The engagement of stakeholders at this level has proven to have a positive impact on participatory governance, participatory management, participatory planning, school performance, monitoring, networking and collaboration, resource mobilization, advocacy, and district authorities' responsiveness to educational needs of citizens (Berends, 2009; World Bank, 2006).

The Krachi-Nchumuru District Assembly should engage NGOs and other development partners to come into the district in general and especially, Zongo-Macheri, to augment the efforts of other stakeholders in the area of providing educational needs.

5.5 Limitations

Even though the respondents (stakeholders) selected for the research were equally community members, their selection did not take as many of the larger community members into consideration.

Again, given the fact that the research is a case study using the qualitative approach, the findings may not be amenable for the generalization of the findings.

5.6 Suggestions for Further Studies

Future studies could consider expanding the scope of respondents to cover more of the community members apart from the stakeholders interviewed in this work. To this effect, focused group discussion could be employed alongside the two instruments of data collection (interview and observation) adopted in this study.

Again, researchers with interest in community participation in the area of education could consider expanding the scope of the study to the larger Krachi-Nchumuru District or other districts or regions in Ghana, perhaps, through the quantitative research paradigm.

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