

UNIVERSITY OF EDUCATION, WINNEBA

:

COMMUNITY LEADERS PARTICIPATION IN BASIC SCHOOL MANAGEMENT
AT KWADASO MUNICIPALITY IN THE KUMASI METROPOLIS OF THE
ASHANTI REGION

REBECCA MAABOAH BONSU



**A Dissertation in the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the School of Graduate Studies,
University of Education, Winneba, in partial fulfilment of the requirements for
award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENTS DECLARATION

I, REBECCA MAABOAH BONSU , declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. LYDIA OSEI-AMANKWAH

SIGNATURE:

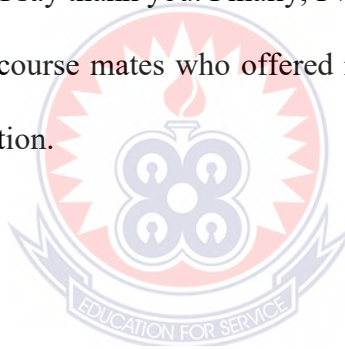
DATE:

ACKNOWLEDGEMENTS

I am thankful to the Almighty God for his love, protection and many opportunities given me from the beginning of my education which have contributed to the success of this work.

I owe a special debt of gratitude to my supervisor, Dr. Lydia Osei-Amankwah for her patience, commitment, guidance, encouragement, support and critical way of supervision, which contributed to the successful completion of this work. I highly appreciate her efforts.

Also, to all my lecturers in the Department of Educational Leadership who facilitated various courses, I say thank you. Finally, I wish to express my deepest gratitude to my family, friends and course mates who offered me wonderful assistance in diverse ways throughout my education.



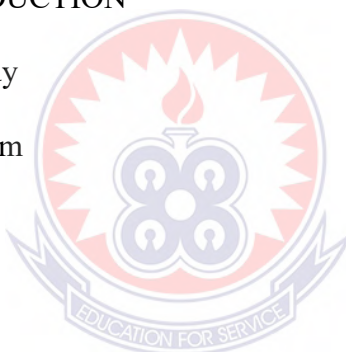
DEDICATION

To my husband, Gyimah Mensah and my children, Kwadwo Korankye, Akwasi
Korankye and Animah Nyamedo.



TABLE OF CONTENT

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENT	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	8
1.3 Purpose of the Study	9
1.4 Objective of the study	9
1.5 Research Questions	9
1.6 Significance of the study	10
1.7 Delimitation of the study	10
1.8 Limitations of the study	10
1.9 Definition of Terms	11
1.10 Organisation of the Study	11
CHAPTER TWO: LITERATURE REVIEW	13
2.1 Introduction	13
2.2 Concept of community	13



2.3 Concept of Participation	15
2.4 Concept of community participation	15
2.5 Concept of Management	17
2.6 Educational Decentralization and Management	18
2.6.1 School Management Committee (SMC)	20
2.6.2 Parent-Teacher Association (PTA)	21
2.7 Areas of Community Participation in Basic School Management	22
2.8 Factors that impede community participation in basic school management	25
2.9 Factor that can enhance community participation in basic school management	27
2.10 Summary of Literature Review	30
CHAPTER THREE: METHODOLOGY	31
3.1 Introduction	31
3.2 Research Design	31
3.3 Population	32
3.4 Sample and Sampling Technique	32
3.5 Instrument for Data Collection	33
3.6 Validity of the instrument	33
3.7 Pilot Study	34
3.8 Data Collection Procedure	35
3.9 Data Analysis Plan	35
3.10 Ethical Considerations	36
CHAPTER FOUR: RESULTS AND DISCUSSION	37
4.1 Introduction	37

4.2 Biographical Data of Respondents	37
4.3 Analysis of Main Data	39
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	54
5.1 Introduction	54
5.2 Summary of the Study	54
5.3 Main Findings	55
5.4 Conclusions	56
5.5 Recommendations	56
5.6 Suggestion for Further Study	57
REFERENCES	58
APPENDIX	68
QUESTIONNAIRE FOR COMMUNITY LEADERS	68



LIST OF TABLES

TABLE	PAGE
4.1.1 - Gender of Respondents	38
4.1.2: Highest Educational Qualification	38
4.2: Areas communities participate in school management respondent	40
4.3: Factors that impede community participation in basic school management respondents	44
4.4 - Factors to enhance community participation in school management	49



ABSTRACT

The study investigated community participation in basic school management at Kwadaso Municipality in the Kumasi Metropolis of the Ashanti Region of Ghana. The objectives of the study were to find out areas community leaders' mostly participate in basic school management, identify factors that impede community leaders participation in basic school management and to find out strategies that could enhance community leaders' participation in basic schools management at Kwadaso Municipality. The study used descriptive survey design. Simple random sampling was used to select 160 respondents comprising 80 PTA executives excluding teachers and 80 SMC executives. Questionnaire was used to gather data for the study. The reliability test yielded Cronbach Alpha of 0.81. Descriptive statistics such as frequencies and percentages were used to analyse the data. The study found that community leaders participated in the provision of infrastructure and provision of scholarship to the brilliant pupil. Factors that impeded community participation were found to be lack of communication between the school and community members and lack of understanding of educational issues by community members. Based on the findings and conclusions drawn, it is recommended that School authorities must ensure regular meetings involving community members in matters concerning the school for them to participate in the development of the school. The SMCs and P.T.As should be regularly sensitized on their roles in improving access, school infrastructure, performance and management, monitoring and supervision in basic school management through workshops and seminars by the Municipal Education Office.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Parents and community members are the first educators of the child, who maintained educative function throughout the child's upbringing. Communities can play a variety of roles in the provision and management of education and learning processes. Community participation can contribute to promoting education (UNICEF, 1992). Community participation is a concept that attempts to bring different stakeholders together for problem-solving and decision making (Talbot & a Verrinder, 2005). Community participation is considered necessary to get community support for educational planning and development (Cole, 2007).

Education is generally considered a key factor in the economic, political and social development of any nation. Over the years, it has become apparent that basic education generates substantial positive benefits to the pupils and the society in general (Abdinoor, 2008). It enhances the reasoning ability of the individual, increases the number of skilled human resource, national productivity and fosters good governance, which will ultimately lead to the overall economic growth of a country. Education in Ghana at the different levels namely, basic, secondary and the tertiary gives attention to human capital development; this tends to result in economic development.

Community participation refers to peoples' engagement in activities within the educational system. It plays an essential and long-standing role in promoting quality of life (Putnam, 2000). Community participation in educational development processes can support and uphold local culture, tradition, knowledge and skill, and create pride in

community heritage (Lacy, Marion, Stewart & Stevem, 2002). Community participation is one of the mechanisms to empower people to take part in educational development. It was launched as a key concept of development. Increased participation is a means to achieve development to resolve educational problems (Aref, Ma'rof, Sarjit, 2009; Lasker, Weiss, & Miller, 2001). This article looks at the barriers and potential of community participation in educational development in Iran.

The term “participation” can be interpreted in various ways, depending on the context. Shaeffer (1994) clarifies different degrees or levels of participation, including involvement through the contribution of money, materials, and labour; involvement through ‘attendance’ (e.g. at parents’ meetings at school), implying passive acceptance of decisions made by others; involvement through consultation on a particular issue; participation in the delivery of a service, often as a partner with other actors; participation as implementers of delegated powers; and participation “in a real decision at every stage,” including identification of problems, the stay of planning, implementation, and evaluation (Uemura, 1999). Shaeffer 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 (Uemura, 1999). In other definition Participation is concerned with human development and increases people's sense of control over issues which affect their lives, helps them to learn how to plan and implement and, on a broader front, prepares them for participation at regional or even national level. In essence, participation is a 'good thing' because it breaks people's isolation and lays the groundwork for them to have not only a more substantial influence on development but also greater independence and control over their lives (Oakley 1991; Warburton 1997).

Without community participation, there is no partnership, no development and no program. Hence the lack of community participation in decision making to implement educational development can lead to failure in the community development (Miranda, 2007). Meanwhile, some scholars provided a typology of participation, but they do not directly deal with tourism development (Leksakundilok, 2006).

Even though the school lays the foundation for the skills, knowledge, values and attitudes to be acquired, and talents to be nurtured for the development of the nation, this can only be achieved through effective collaboration between the state, parents, the community as well as the teachers. Investing in people's education is becoming more important for future economic growth. It also helps a nation to depend less on its depleting natural resources by promoting individual development, which in turn gives people the ability to escape hunger and poverty (Abdinoor, 2008).

It is without a doubt that, any country, which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national development, will be unable to develop anything else. This is because improving the capacity of people through education enables them to exploit and utilize other resources effectively and efficiently; thus, helps to end hunger and poverty through the reduction of unemployment and acceleration of economic growth. Therefore, there is a need for community schools stakeholders to understand the relevance of education and collaborate with the government and other relevant agencies for the education of the younger generation (Namphande, 2007).

Consequently, the provision of quality education to children cannot be overemphasized. This need has resulted in making educators, policymakers and others involved in education to seek ways for the efficient utilization of limited resources, and

to identify and solve problems in the education sector. Their efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access, infrastructure, management, supervision and performance (Uemura, 1999a).

There is growing interest to improve education delivery in developing countries through community participation (Stiglitz. 2002; Mansuri & Rao, 2012). Many countries have created local institutions, such as school committees and Parent-Teacher Associations to coordinate this. However, it has been recently revealed that some of these institutions fail to live up to their mandate (Duflo, Dupas, & Kremer, 2012). They pointed out that community participation is not something new in the delivery of education neither is it a panacea to solve complex education-related problems. Not all communities, in the past, have played a passive role in children's education, the authors stressed. Backing this assertion, Williams (1994) stresses that, until the middle of the last century, responsibility for educating children rested with communities. 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) has not fully gained root in several communities.

Article seven of the World Declaration on Education for All that emerged from the World Conference on Education for All (WCEFA), which was held in Jomtien, Thailand, in 1990, states that “national, regional and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, a financial or organizational requirement for this task” (World Conference on Education for All [WCEFA], 1990). New and revitalized partnerships at all levels will be necessary: partnerships among all sub-sectors and forms of education;

partnerships between government and non-governmental organizations, the private sector, local communities, religious groups and families (WCEFA, 1990).

Basic learning needs are complex and diverse, meeting them requires multi-sectoral strategies and actions which are integral to overall development efforts. Many partners must join with the education authorities, teachers, and other educational personnel in delivering basic education if it is to be seen, once again, as the responsibility of the entire society. Article 7 of the WCEFA further states that genuine partnerships contribute to the planning, implementing, managing and evaluating basic education programmes. When we speak of an expanded vision and a renewed commitment, partnerships are at the heart of it (WCEFA, 1990). This means the active involvement of a wide range of partners, families, teachers, communities, private enterprises (including those involved in information and communication), government and non-governmental organizations, institutions, etc. in planning, managing and evaluating the many forms of basic education (WCEFA, 1990).

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), and Community and Religious Leaders (CRLs) were to be part of the planning and implementation of the various educational decentralization plans (Ministry of Education, 2003).

To ensure community participation in the development, management and governance of schools, the government of Ghana made provision for it in the 1994 Ghana Education Service Act, Section 9, and subsection 2. Among other things, the Act provides for the

establishment of a District Education Oversight Committee (DEOC) in every district. These Committees are concerned with providing school buildings and means to strengthen community ownership of schools, School Management Committees (SMCs) were set up across the country to strengthen Community Ownership of schools. These committees are to make school authorities and teachers more responsible and accountable. Also, they are to strengthen the management and administration of schools. Added to the School Management Committee (SMCs) are Parent-Teacher Associations (PTAs). The PTAs and the SMCs were created with the intention, among other things, to enhance communities' sense of ownership and participation in education service delivery (Akyeampong, 2007). These bodies which are recognized in Ghana's educational sector can bring improvement in educational pursuits and consequently the human resource development of the nation if they are helped to function well.

However, the SMCs together with PTAs in the basic schools now aim at forging stronger links between the home, the school and the community; bringing 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). The Whole School Development (WSD) programmes have over the years trained community participation coordinators in all the districts and municipalities in the country. The programmes were also able to collaborate with the Inspectorate Division of the Ghana Education Service (GES) to train district personnel on how to conduct School Performance Appraisal Meeting (SPAM). At SPAM, school management committees, teachers and the rest of the community meeting to discuss the results of pupils' performance on Performance Monitoring Test (PMT) administered locally and from the

deliberations on the data draw up plans to improve the quality of schooling (GES, 2004).

The fact remains that Community Participation activities should lead to a better sense of ownership of schools on the part of parents and other community stakeholders/members. This will in turn help to ensure that education provided is of good quality and relevant to children's future lives. Additionally, it should also lead to increased support to schools from their communities in areas of financial and other contributions (Addae-Boahene, 2007).

In the past, according to the Educational Development Centre (EDC), some Ghanaian communities have played a vital role in the development and provision of education. Many of the basic schools in Ghana were originally initiated by communities. 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 (EDC, 2012). This gradual centralized control and management of the education delivery system over a long period have had a reverse effect on the local community commitment and involvement in the quality, management and access or participation in education in Ghana.

The Ministry of Education (MOE) and Ghana Education Service (GES) recognize the importance of the reciprocal partnership of school- community stakeholders in effecting changes in the schools. Under the Free, Compulsory, Universal, Basic Education (FCUBE) era, the MOE and GES have committed themselves to build a systematic approach to assisting community organizations to play a major part in the regeneration of their schools. The MOE and GES believe that communities which in most cases are made up of parents have an important role to play in enforcing standards,

developing and maintaining school infrastructure, and creating a partnership between teachers, pupils and district authorities (GES, 2011).

1.2 Statement of the Problem

It is an accepted fact that community participation in school management ensures school success. Unfortunately community leaders seem to pay less attention to school management. An interaction with headteachers revealed that the community leaders were not helping in the management of the school as the school lack so many amenities which were supposed to be augmented by the community.

Literature searched indicated that community involvement in school management is less encouraging in basic schools. Education delivery in developing countries is improved through community participation but it has been recently revealed that some of these communities fail to live up to their mandate (Duflo, Dupas, & Kremer, 2012). Also, Williams (1994) stresses that, until the middle of the last century, responsibility for educating children rested with communities. Community participation in education delivery according to Ahwoi (2010) has not fully gained root in several communities.

The involvement of other stakeholders such as community members is required to improve education delivery (Addae-Boahene, 2007).

The question that arise is which areas of basic school management do community mostly participate? There is the need to answer this and other questions and it is based on these issues that the study investigated community participation in basic school management at Kwadaso Municipality in the Kumasi Metropolis of the Ashanti Region of Ghana.

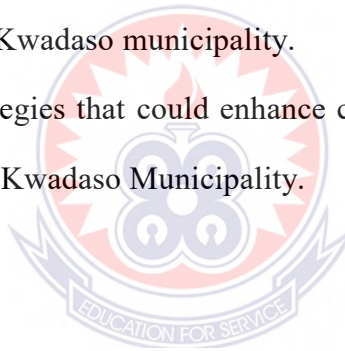
1.3 Purpose of the Study

The purpose of the study was to investigate community participation in basic school management at Kwadaso Municipality in the Kumasi Metropolis of the Ashanti Region of Ghana.

1.4 Objective of the study

The objectives of this study were:

1. To find out areas of basic school management, community leaders mostly participate at Kwadaso municipality.
2. To identify factors that impede community leaders participation in basic school management at Kwadaso municipality.
3. To find out strategies that could enhance community leaders participation in basic schools at Kwadaso Municipality.



1.5 Research Questions

The following research questions directed the study:

1. Which areas of basic school management do community leaders' mostly participate at Kwadaso municipality?
2. What factors impede community leaders' participation in basic school management at Kwadaso municipality?
3. What factors can enhance community leaders' participation in basic school management at Kwadaso municipality?

1.6 Significance of the study

The study is significant in a number of ways. The outcome of the study will inform policy makers of the basic schools to formulate policies for the development of basic schools. The outcome of the study will add to the existing knowledge on community leaders participation in school management.

The outcome of the study will also help future researchers who may conduct similar study on community participation. Finally, the study will enable community leaders to know the need to collaborate with the school for successful management of basic schools. The outcome of the study will also inform head teachers on the need to collaborate well with community leaders for the success of the school.

1.7 Delimitation of the study

This study is delimited to community participation in school management. The study covered basic schools in the Kwadaso Municipality. Only community leaders of the Kwadaso Municipality were involved in the study.

1.8 Limitations of the study

Initially some respondents were reluctant to respond to the questionnaire items for fear of victimization but the researcher assured them of confidentiality of the information they would divulge. The use of only questionnaire, specifically, the likert type scale items might have affected the result of the study since respondents were prevented from providing additional information. In spite of these limitations, the researcher was able to gather the necessary data for the study.

1.9 Definition of Terms

Community: People living in a defined locality and/or other people or organizations outside the local community who share common interest with the local people.

Participation: A process through which stakeholders have an opportunity to contribute, influence and share common control over development initiatives and make decisions over the use and control of resources that affect them.

Community Participation: The involvement of members of a community in the decision making process and common goal achievement in basic schools.

Management: The coordination and administration of tasks to achieve a goal or the process of dealing with or controlling things or people.

Parent-Teacher Association (PTA): An association of parents and teachers in a particular school or cluster of schools.

School Management Committee (SMC): A committee designated under the Ghana Education Service Act 1994 (Mankoe, 2002). It is a school community-based institution aimed at strengthening community participation and mobilization for education delivery.

1.10 Organisation of the Study

The study is made up of five Chapters. Chapter one covered the background of the study, problem statement, purpose of the study, objectives of the study, research questions, the significance of the study, delimitations of the study, limitations of the study, definition of terms, organisation of the study. Chapter two deals with the review of literature related

to the study. Chapter three focused on the research methodology. This includes the research design, study population, sample and sampling technique. It also describes an instrument for data collection, validity, pilot study, data collection procedure as well as data analysis plan and ethical considerations. Chapter four presents the results and discussions of the study and chapter five gives a summary of the study findings, conclusions, recommendations and suggestions for further research.

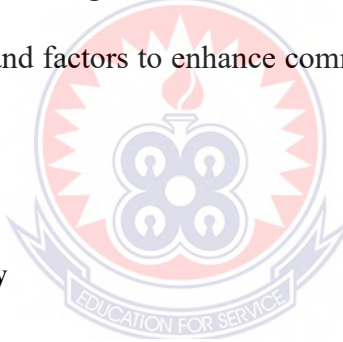


CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In recent times, community participation in education has become a global concern of all stakeholders in the educational enterprise (Kalemba, 2013). This has led to educational discourse among eminent and prolific writers all over the world. A literature review concerning this study would focus on the following sub-headings; the concept of community, the concept of participation, the concept of community participation, the concept of management, educational decentralization and management, areas of community participation in basic school management, factors that impede community participation in basic school management and factors to enhance community participation in basic school management.



2.2 Concept of community

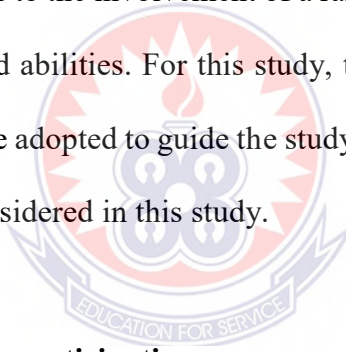
According to Mathie and Cunningham (2003), the community is a slippery concept. It is used in a range of senses such as denoting actual groups of people as in a village, neighbourhood or ethnicity boundary. It can also refer to particular qualities expected among people as in a sense of community'. Bray (2000) contends that there are 94 alternative definitions of community and observes that the list is still not exhaustive. Without going too deeply into the matter, it is useful based on the observation by Bray (2000) to note that a community has at least some common features such as; a network of shared interests and concerns, a symbolic or physical base, an extension beyond the narrowly-defined household and has something that distinguishes it from other similar

groups. For this research, the study defines a community as people living in a defined locality and/or other people or organizations outside the local community who share common interests with the local people. Hornsby (2000) defined community as a “group of people who share the same religion, race, job, or interest. the feeling of sharing things and belonging to a group in the place where you live”. This is why we have “polish community in London’, “Muslim or Christian community” in most countries, “Hausa or Igbo” community in Nigeria, and Asante or Ga community in Ghana. The typical image of a community in Africa is that of a medium-sized rural village with a close Knit group of inhabitants largely self-contained and with everybody else.

In terms of educational support, Hornsby (2000) opined that some communities prefer to support those schools established in their community by government, while other communities may decide to establish a school for themselves and name it after their community. Where the school is established by the government, community participation may be in terms of provision of local securities to guard the infrastructure and to ensure that they make their wards/children available for the school while the government takes charge of the technical aspect of the school vis-a-vis provision of infrastructure, teachers; salaries, and inspectorate services. Where the community establishes its school, the community provides the infrastructure, teachers, salaries and form the management term, while the government only provides in most cases, only inspectorate service to ensure the maintenance of standard and as Olomola (2002) observes “schools owned and managed by individual/ groups of individuals do perform better than schools owned and managed solely by the government.

2.3 Concept of Participation

The widespread use of the language of participation in development across a spectrum of institutions, from radical NGOs to local government and even to the World Bank raises questions about the exact meaning of this buzzword. According to Cornwall (2008), participation can be used to “signify almost anything that involves people”. Mikkelsen (2005) quoting the world bank defines participation as a process through which stakeholders have an opportunity to contribute, influence and share control over development initiatives and make decisions over the use and control of resources that affect them. On the other hand, Dale (2000) adds another dimension and contends that participation may also refer to the involvement of a range of other stakeholders who may have different interests and abilities. For this study, the definition of ‘participation’ by Mikkelsen (2005) would be adopted to guide the study as this fits activities/events taking place in the area being considered in this study.



2.4 Concept of community participation

Community participation normally refers to the involvement of members of a community in the decision-making process and common goal achievement. According to Caveye (2010), community participation in development context refers to “involvement by members of a community to predetermined programs and objectives with the assistance of external intervention”. The involvement and endorsement of community members in intervention programs or initiatives from government bodies, community-based organization, non-governmental organization or corporate groups can serve as an illustration of community participation or involvement. Community

participation has been described as an active involvement of the defined community at least in some aspect of project design and implementation where the key objectives are the incorporation of local knowledge into the project's or initiative's decision-making process (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 on their problems. It involves the use of mutually creative generation of knowledge and skill alongside appropriate guiders as well as monitoring organization and related staffs implementation, thus, resulting in an increasing level of living and solving community problems.

Community participation is defined by Grant (1979) as an expression of political decentralization which entrusts to more than one group of citizens, all or some position of decision-making responsibilities formally reserved for the professional administration. Community participation in education is that in which citizens and social agencies affected by the schools are partners in making important school policy decision in areas such as a selection of school personnel, infrastructure, budget and plans for integration (Narwana, 2010). One can therefore say that community participation in education is a process whereby the community in which the school is situated share common responsibilities in providing quality education for the children in the society. For this study, the definitions and the variables indicating desired participation in education delivery outlined by Grant (1979) which includes efficiency in resource use, good academic performance, improved access etc. would be adopted for the study and

analysis.

2.5 Concept of Management

Career Guide (2020) sees management as the coordination and administration of tasks to achieve a goal. Such administration activities include setting the organization's strategy and coordinating the efforts of staff to accomplish these objectives through the application of available resources. Management Study HQ (2020) also defined management as essential for an organized life and necessary to run all types of management. Good management is the backbone of successful organizations. Managing life means getting things done to achieve life's objectives and managing an organization means getting things done with and through other people to achieve its objectives. Management is a set of principles relating to the functions of planning, organizing, directing and controlling, and the application of these principles in harnessing physical, financial, human, and informational resources efficiently and effectively to achieve organizational goals.

Bamisaiye et al (1998), argue that "in an organization that has been designed to achieve some specific goals and objectives, there must be someone, often referred to as the manager, whose responsibility it is to see to the achievement of those goals and objectives". In a large organization consisting of several sub-units, the manager of the sub-units is normally responded to the overall manager for the achievement of these goals and objectives that has been assigned to their respective units. A manager at every level of an organization is responsible for planning the ways to achieving the organization's or unit's objectives; disbursing these resources as efficiently as possible,

coordinating and controlling the activities of men under him to ensure that the objectives are achieved. The belief is that “the functions of a manager are the same in any modern organization”.

Management has been seen by some people as an art for which no special knowledge or professional training is required. According to this school of thought, good managers (in this case, the community) are born with the natural ability to work with people and achieve success. They have the necessary qualities to become managers by mastering any special techniques, theories or principles of management. On the other hand, some other school of thought did not see it as an art but as a science requiring the application of the relevant principles theories and techniques of management to solve management or organizational problems. People who hold this viewpoint see the need for prospective managers (in this case, the community) to undergo some professional training in management to master these principles, theories and techniques of management. They believe that with adequate training, prospective managers (the community) will be able to know under what situations to apply particular principles and techniques to achieve the desired result (Bamisaiye et al, 1998).

2.6 Educational Decentralization and Management

The 1951 ADP provided the foundations for decentralized educational management in Ghana by making local councils responsible for the provision and maintenance of educational facilities, while the central government took responsibility for teachers’ salaries. The decentralization process was further strengthened by the Education Act of 1961, which reaffirmed control and management of education at the

local level to local councils.

However, poor managerial capacity and the weak financial resource base of the local councils appear to have undermined the decentralization process. Both the 1987 Reform and the 1992 Constitutional Provision reechoed and reemphasized the need for decentralization. Consequently, the Ghana Education Service (GES) in 1998 started a process of de concentration of pre-tertiary education management by shifting some of its responsibilities and powers in the management of resources, services and staff to district and school levels.

Decentralization of education is intended to improve the operational efficiency and promote a more responsive approach to education service delivery at the district, community and school level. In line with the expanded mandate under the decentralization process, the emphasis shifted to increasing budget lines and budget shares of the district education office and as a part of the Education Strategic Plan implementation process, districts were mandated to prepare District Education Work Plans (DEWP) reflecting projections and targets up to 2015. Districts are also expected to prepare 3- year Annual District Education Operational Plans (ADEOP) to inform the preparation of district budgets. In some quarters, there is concern that decentralizing education provision is happening too quickly and can reinforce disparities and inequities between districts. Districts which lack the required human resource capabilities may find it difficult to tackle problems of access and quality of basic education. Already, there is evidence that decentralization may be contributing to disparities in the quality of public basic schools with implications for access.

As noted in the World Bank's (2009) evaluation report, Schools in wealthier districts will benefit from both higher levels of district support and higher parental contributions, resulting in discrepancies in resource availability. The worst resourced schools are 'bush schools', that is, schools in off-road rural communities. Such schools have difficulty in attracting qualified teachers, and parents who are there can hardly afford any cash contributions. There is a growing dichotomy within the public sector between these schools and those of relatively more affluent parents in urban areas (World Bank, 2009).

The categorization of deprived districts according to objective criteria which define deprivation of educational facilities provides a mechanism for identifying needs to be addressed to correct imbalances. Rural communities are usually placed at some considerable disadvantage when it comes to assuming greater responsibility for contributing and managing education service provision. If education decentralization is to become an effective vehicle for improving access and performance in public basic education, then there need to be credible plans that ensure that deprived districts would have the requisite resources and manpower to achieve desirable educational outputs (e.g. high enrollments and better completion rates).

2.6.1 School Management Committee (SMC)

The School Management Committee is a committee designated under the Ghana Education Service Act of 1994 (Mankoe, 2002). It is a school community-based institution aimed at strengthening community participation and mobilization for education delivery. The SMC is a representation of the entire school community. The

school community, therefore, becomes its constituency.

Membership of the SMC is made up of the District Director of Education, Headteacher, District Assembly representative, Unit representative, traditional ruler, a representative from Education Unit (if the school is a unit school), two members of teaching staff and an old students' association representative. The SMC performs the following functions: Controls the general policy of the school, Presents a periodic report to the Director-General of Education through the District Director of Education, Ensures that premises of the school are kept in a sanitary and structurally safe condition and generally in good state of repair, Submit reports to the District Assembly through the assemblyperson, Helps the headteacher in resolving conflict and report to the District Director and Refers dismissal or suspension cases to the District Director for action.

2.6.2 Parent-Teacher Association (PTA)

A parent-teacher association is an association of parent and teachers in a particular school or cluster of schools. Any parent, guardian or teachers who are interested in children's education can also become members. According to Mankoe (2002), executive members of the PTA are Chairperson (parent), Vice-chairperson (parent), Secretary (teacher), financial secretary (parent), treasurer (parent), first committee member (parent), second committee member (parent), third committee member (headteacher), and an ex-officio member (school welfare officer). The PTA performs the following functions: Assist in school maintenance and repair of infrastructure, Negotiate for land for projects for the school, for example, they negotiate for land for school farm and football field, Sees to the children or teachers welfare by

the provision of accommodation and school textbooks, Monitor pupils' performance through regular visits, Helps in resolving conflict and problems and Helps in maintaining school discipline (MoE, 2013).

2.7 Areas of Community Participation in Basic School Management

Different schools of thought in an attempt to buttress their argument on the need for community participation in basic school management identified some ways and area where the community could come to lend support to the smooth running of an educational project in their community. A training manual for selected school teachers in Niger State (1993) in collaboration with UNICEF Zonal Officer, Kaduna identified the following areas as pertinent for community support, “funding, provision of infrastructure, input to the conclusion, endowment and scholarships, and provision of conducive atmosphere”. Goje (1998) also identified “building of schools and renovation, purchase of text/ exercise books, planting of trees, supervision, and discipline” as some of the ways community could participate in school management.

Baikie (2000) on his own suggested the areas of “curriculum enforcement of academic participation by the children and moral conduct, policymaking, stressing the importance of education and help in propagating its value, visitation to schools to ensure teachers are at work, an offering of the assistance of discipline in the school; as other parts, the community could assist in the management of the schools. These areas are most talked of by most scholars who have had reasons to assess areas of interest for community participation in school management. The intriguing question is if the community in Kwadaso Municipality are performing these functions.

Having identified some areas where the community could lend a supportive hand in school management, it is important to stress a little on some of these areas. A training manual for selected school teachers in Niger State (1993) in collaboration with UNICEF Zonal Officer, Kaduna outlined the following. Inadequate funding is one of the major problems confronting basic education today. The Ministry of Education and the Ghana Education Service depends on government's subventions for the management of the basic schools in addition to their other responsibilities. This is not only inadequate but is further worsened by mismanagement. While efforts are made to check the latter communities could contribute to an increase in the level of funding through prompt payment of dues, taxes and levies e.g. development levies education levies, Special levies, donations by individual or groups, Organizing fundraising activities and Income from cooperative ventures e.g. Community Banks. Apart from funds, local communities or individual could also assist basic schools by providing basic infrastructures and amenities like free land for building or expanding existing schools; constructing or renovating classrooms, toilets, libraries, boreholes, access roads, teachers' quarters etc. Communities, when sufficiently mobilized and organized could provide useful inputs in the curriculum of the basic school either as extracurricular learning as part of the regular curriculum. For example, riverine communities may need fishing and its associated values included in the curriculum much as a nomadic community may require the curriculum to feature activities associated with cattle rearing. This brings the school closer to the community.

Communities could provide scholarship to brilliant pupils as a form of encouragement to others but more importantly to the less privileged by the elites in those

communities. A positive attitude towards education among members of the community is the first step in the success of basic schools in any community. It makes it possible for; a good enrolment and low dropout rate to be maintained, the maintenance of proper discipline in the school and the teachers to do their work without hindrance and distractions. The community should be supportive rather than being hostile or indifferent to primary education in their community. Communities could also assist basic education through the exertion of political pressure on the government as an organized community can draw government attention to its needs.

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. Shaeffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector. These have been categorized into four major groups with their respective activities to help in the determination and analysis of various stakeholders' levels of participation in school management in the study area.

Cornwall (2008) proposes the importance of understanding the different 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 those who produced them.

According to Lyndon, Selvadurai, Mat, Besar, Aznie, Ali and Rahim (2012), community participation usually has several elements such as planning and

implementation, monitoring and evaluation and it is 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.

Kalembe (2013) suggested that successful community participation must contain support for grassroots community level, the establishment and strengthening of networks among stakeholders and a commitment to accelerate the programme to ensure it influences the majority. However, all these indicators seem to be criteria of evaluation for a specific program rather than issues that constitute community participation. Therefore, Wilson and Wilde (2003) propose four dimensions of community participation that can contribute to a better understanding of community participation instead of trying to define it through evaluation criteria.

2.8 Factors that impede community participation in basic school management

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 participation of stakeholders at the local level. Furthermore, local government officials felt threatened by the empowerment of the local steering committee, and accused them of being agents of political parties and thus hinders full commitment and participation from the local people (Wilcox, 2002; Addae-Boahene, 2007). Also the "notions of local empowerment

according to Wilcox (2002) ran contrary to the “elite mentality” of local officials, possibly inherited from the colonial past, who see the rural populace as a primitive and lacking initiative to make a productive contribution to education planning processes. 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 the 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.

Also, Kolkman, Kok and van der Veen (2005) opined that differences in levels of knowledge between local citizens and government officials lead to mistrust and marginalization which affects local community participation. The 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 et al., 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, lack of or inadequate mobilization and participatory skills, and extension officers often considered as strangers by local people as factors that inhibit local community participation.

Addae-Boahene (2007) argues 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 a reactive approach to planning processes give a sign of the poor relationship between the community and the implementing agency. Local stakeholders with a negative relationship with other stakeholders participate less frequently and to a lesser extent as compared to a stakeholder with a positive relationship. Therefore ensuring a positive relationship with all stakeholders during project planning and implementation is very crucial (Mansuri & Rao, 2003; International Association for Public Participation, 2006). Moreso, much emphasis on formal communication, such as written documentation in a specific format during project planning and implementation leads to participation challenges among stakeholders. On the other hand, informal communication strategies such as face-to-face communication and sketching lower overall complexity and cost and often improve time to advertise or share ideas. For this reason, it is imperative to balance formal and informal communication strategies to ensure effective participation and involvement of local stakeholders.

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 distributed, the chances of project success decreases (Mansuri & Rao 2003; Chambers, 2005; World Bank, 2006).

2.9 Factor that can enhance community participation in basic school management

Various authors have suggested various approaches to enhancing community participation in a project/education delivery. 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 the opposite is true. Ameyaw-Akumfi

(2001) also cited Addae-Boahene (2007) indicating that most of the basic schools in Ghana were initiated by communities, which willingly recruits teachers and provided places of learning for their children. Most of these schools were later absorbed into the public system and the management and control of these schools then shifted to central government authorities with minimum community participation. This shift in the management and control of education delivery affected, to a large extent, the local community commitment and involvement in quality basic education delivery system. For example, the SMC had a legal backing based on the Ghana Education Service Act, 1995 in exercising their responsibilities within the school system.

Also, the 1987 Education Reform made provision towards community ownership of basic schools within a locality. It recognized the provision of basic education as a joint venture between the government and the communities where the government provides curriculum materials, equipment, teachers, supervision and management. School Management Committee/Parent Teacher Association on their part donate or provide educational infrastructure, contributes to the teaching and learning process as resource persons and ensures access to education through registration of births, determination of the school-age population, moral persuasion or compulsion to get children enrolled, and imposed fines on defaulters. Heck (2003) indicates that self-formed and self-run groups and organizations approach is appropriate for full participation leading to empowerment of the poor. Another approach of ensuring community participation is the use of extension staff, community development and decentralized planning approaches. Government departments' or ministries' field staff or extension staff whose primary role is to provide a link between policymakers and the local people are used to achieve

effective participation in planning and implementation of various projects including education-related projects. They provide information about the needs of local areas, conduct an impact assessment, mobilize local people and create awareness about roles and responsibilities, explain project planning and implementation, and assist in the implementation of projects (Nkunika, 1987).

Similarly, strategies and interventions such as training of teachers, SMCs, PTAs and Unit Committee members on their roles and responsibilities and participatory approaches such as community drama, education forum, town meetings, reviews and updates, and public hearings among others to encourage and promote participation (Addae-Boahene, 2007). These impacts on participatory governance, participatory management, participatory planning, school performance monitoring, networking and coalition building, resource mobilization, advocacy, and district authorities' responsiveness to education needs of citizens (Berends, 2009; World Bank, 2006; Gwang-Chol, 2006).

Duflo, Dupas, and Kremer (2012) found that contract teachers who were hired by school committees raised student test scores and that providing training for parents reduced rent-seeking of centrally-hired civil-service teachers in Kenya. Das, Stefan, Habyarimana, Krishnan, and Muralidharan (2013) found that providing grants to schools increased new student enrollment and improved school resources, although there was no impact on student test scores. Galiani, Sebastian, Gertler and Schargrodsky (2007) have shown that providing school grants and training for school committee members has limited or no impact, but that additional interventions such as the democratic election of committee members, and the facilitation of meetings between the school committee and the village authorities generate positive effects on student learning. These results show

that grant-giving and training have limited or no effects, but that linkage and elections have positive effects on student learning.

In the Gambia, Blimpo, Evans, and Lahire (2014) found that comprehensive stakeholder training combined with school grants reduced student and teacher absence, and improved student learning in villages with high literacy, while it had the opposite results on learning in villages with low literacy. Betancourt (2009) argued that people will participate if we make it easy for them to participate. Meetings must be scheduled at a convenient time for community members to attend. One must create multiple entry points and ways for people to get the chance to contribute to education delivery in their area.

2.10 Summary of Literature Review

This chapter has presented and discussed a review of the existing literature on community participation in basic school management. The chapter has also presented and discussed each of the following: the concept of community, the concept of participation, the concept of community participation, the concept of management, educational decentralization and management, areas of community participation in basic school management, barriers to community participation in basic school management and factors to enhance community participation in basic school management.

The next chapter is chapter three; that chapter will present the research methodology.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the methodology adopted for executing the study. This includes, the design, population, sample and sampling technique, instrument for data collection, validation of the instrument, data collection procedure and data analysis plan.

3.2 Research Design

Descriptive survey design was adopted for this study. This design enabled the researcher to obtain accurate information about specific characteristics of activities performed by parents/guardians that are interested in the management of basic education in the Kwadaso Municipality. According to Gay, Mills and Airasian (2006), the descriptive survey is useful for this type of survey because it attempts to collect data from members of a population to determine the current status of that population. The researcher adopted this design because of cost-effectiveness, generalizability, reliability, and versatility (Gay et al, 2006). Gay et al (2006), again identified the following as weaknesses of this design, inflexibility and lack of potential depth.

The design, as further described by Best and Kahn (1995), collates data from a relatively large number of cases at a particular time. However, Fraenkel and Wallen (2009) argue that a survey design may have the weakness of providing untrustworthy results since respondents may not be willing to reveal the truth. Best and Kahn (1995), described that this design was used to elicit information from a large number of people at a particular time.

3.3 Population

McMillan and Schumacher (2010), posited that population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the study. According to Amin (2004), a target population is a population to which the study ultimately wants to generalize the results. Amin further explains that this target population may not be accessible to the researcher.

The target population for the study was made up of community leaders comprising of SMC Members and PTA Executives excluding teachers in the Kwadaso Municipality. In Kwadaso Municipality, there are a total of 784 community members (Kwadaso Municipal Education Office Records, 2020). The accessible population was made up of 80 PTA Executives and 80 SMC Members making it a total of 160 respondents. The Kwadaso Municipal has 49 public basic schools.

3.4 Sample and Sampling Technique

Sampling techniques can be divided into two types, probability or random sampling and non-probability or non-random sampling (Taherdoost, 2020). For this study, the lottery type of the simple random sampling was used to select 160 respondents comprising 80 PTA Executives and 80 SMC Members for the study. Random sampling has the greatest freedom from bias but may represent the most costly sample in terms of time and energy for a given level of sampling error (Brown, 1947). The researcher used a simple random sample. The simple random sample means that every case of the population has an equal probability of inclusion in the sample. Disadvantages associated with simple random sampling include (Ghauri & Gronhaug, 2005). The standard errors of estimators can be

high. The researcher using the lottery approach selected the specified number of respondents for the study. A total of 160 community members formed the sample size for the study.

3.5 Instrument for Data Collection

The researcher used questionnaire to gather data for the study. According to Cohen, Manion and Morrison (2007), questionnaire is widely used for collecting data in educational institutions because it is an effective instrument for securing factual information about practices and conditions of which the respondents are presumed to have knowledge and opinions. Cohen et al (2007) posited that a questionnaire is useful for collection of data without the presence of the researcher, and more often than not it is comparatively straight forward to analyze, the authors stressed. Questionnaire is an effective tool used to obtain factual information about the conditions and practices of which the respondents are believed to have knowledge and opinions. The items were mainly Likert-type scale ranging from strongly agree to strongly disagree. A five-point scale was used. The questionnaire was developed from the literature. Section “A” consisted of demographic characteristics of respondents. Section “B” dealt with areas of community participation in basic school management. Section “C” elicited responses on the barriers that hinder community participation. Section “D” dealt strategies to enhanced community leaders participated in the management of basic schools.

3.6 Validity of the instrument

Face validity, also called logical validity, is a simple form of validity where you apply a superficial and subjective assessment of whether or not the study or test measures

what it is supposed to measure. In other words, face validity refers to researchers' subjective assessments of the presentation and relevance of the measuring instrument as to whether the items in the instrument appear to be relevant, reasonable, unambiguous and clear (Oluwatayo, 2012). To achieve face validity, the questionnaire was given to the supervisor to find out whether the items measure the intended purpose. According to Oluwatayo (2012), a test has face validity if its content simply looks relevant to the person taking the test. It evaluates the appearance of the questionnaire in terms of feasibility, readability, consistency of style and formatting, and the clarity of the language used.

The first draft of the instrument (questionnaire) was prepared and sent to the supervisor. The instruments were given along with the objectives of the study. A concept mapping, which clearly defines the variables to be measured and a description of the sample, was attached to the instruments. This was to ensure that the content of the instrument was appropriate, comprehensive and capable of measuring the variables. After reviewing the instrument, the supervisor made some corrections and suggestions. The corrections were effected for improvement of the final instrument.

Construct validity was achieved when the supervisor found out whether the items measure specific construct..

3.7 Pilot Study

To check whether the questions/items were were reliable, a pilot study was conducted in communities at basic schools in the Suame Municipality which has similar characteristics as that of the main study. This was done by administering the questionnaire

to 30 community leaders. This gave the researcher confidence to administer the instrument to the actual sample of the study.

The purpose of the pre-test was to enable the researcher make the necessary changes to the items which may be inappropriate and determine the level of ambiguity of the questions. Ambiguous items were deleted and inappropriate items were modified. Almost all the items on the questionnaire were multiple scores and therefore, the Cronbach Alpha was considered appropriate to use. Sarantakos (2005) postulated that Cronbach Alpha is used when items have multiple scores. The reliability test yielded Cronbach Alpha of 0.81.

3.8 Data Collection Procedure

The researcher submitted an introductory letter from the head of educational leadership department to seek permission from the Kwadaso Municipal Directorate of Education. The researcher afterwards visited the study schools to brief the head teachers and community leaders about the purpose and objectives of the study. Genial relationship was established between the researcher community leaders to make respondents feel at home in responding to the questionnaires. The questionnaire was thereafter administered to all the respondents. The researcher was present to explain items which were not clear to the respondents. The respondents were given two weeks to complete the questionnaire before it was collected. The researcher achieved a 100% response rate.

3.9 Data Analysis Plan

The data was cleaned and edited to eliminate inconsistencies with the aim of identifying mistakes and errors which may have been made. The data were computed using

the Statistical Package for Social Sciences (SPSS) version 23.0. The data collected were analyzed using descriptive statistics such as percentages and frequencies to answer all the research questions.

3.10 Ethical Considerations

The researcher explained the purpose of the study to the respondents. The respondents were not in any way forced to participate in the study, they did that on their own wish. Problems of plagiarism were addressed by acknowledging all sources of information appropriately. The confidentiality of the information collected through the questionnaire was assured as the information was used for academic purposes only. The anonymity of the respondents was also assured as respondents names were not required on the questionnaire.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter is primarily a presentation and analysis of the data derived from the survey conducted for the study. Data were presented, using tables, and analysis was done, using descriptive statistics such as frequencies and percentages. The chapter is presented under four headings which include:

1. Biographic data of respondents
2. Areas communities participate in school management.
3. Factors that impede community participation
4. Factors to enhance community participation in school management

4.2 Biographical Data of Respondents

The questionnaire solicited information on the respondents in terms of their gender, academic and professional qualifications. Additional background information was collected on the occupation. Table 1 shows the gender of respondents used for the study.

Gender of Respondents

Gender of respondents was analyzed. This was to find out the gender of respondents used for the study. Table 1 presents the results.

Table 4.1.1 - Gender of Respondents

Gender	Community Leaders	
	Frequency	Percentage
Male	104	65
Female	56	35
Total	160	100

Source: Field Data, 2021

Table 4.1.1 showed that out of 160 of the community members, 104 of the respondents representing 65% were male, while 56 representing 35 were females. The male dominance in these categories may be attributed to the fact that most men tend to take up higher and top positions in society than females (Thompson, 2015).

Highest Educational Qualification

The highest educational qualification of respondents was also analyzed. This was to find out the educational attainment of respondents. Table 2 presents the results.

Table 4.1.2: Highest Educational Qualification

Educational Qualification	<i>Community Leaders</i>	
	Frequency	<i>Percentage</i>
Basic Education	18	11
SSS/Tech/Voc.	34	21
Diploma	49	31
Bachelor's Degree	55	34
Master's Degree	4	3
Total	160	100

Source: Field Data, 2021

Table 2 showed that 18 respondents representing 11% of community leaders had basic education. Also, 34 of the respondents representing 21% of community leaders had SSS/Tech/Vocational education certificates, 49 of the respondents representing 31% of community leaders had diploma certificate, 55 of the respondents representing 34% of community leaders had bachelor's degree while 4 of the respondents representing 3% of community leaders had master's degree certificate. The result means that majority of respondents have bachelor's degree

4.3 Analysis of Main Data

Research Questions 1: Which areas of basic school management do community leaders mostly participate at Kwadaso municipality?

Opinions on areas community leaders participate in basic schools development were elicited from respondents. The respondents were asked to indicate their agreement or disagreement with the statements. The results are shown in Table 4.2.

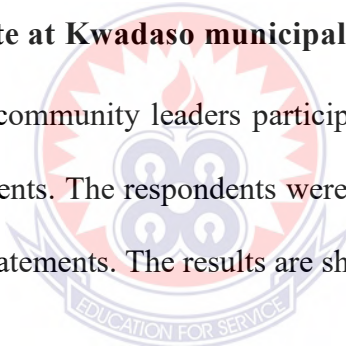


Table 4.2: Areas communities participate in school management respondent

Areas of Participation	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Provision of land for school projects	15	9.4	58	36.2	63	39.4	24	15.0	160	100
Provide infrastructure	32	20.0	49	30.5	31	19.4	48	30.0	160	100
Provision of scholarship to brilliant pupil	55	34.4	33	20.6	24	15.0	48	30.0	160	100
Provide curriculum materials for learning	32	20.0	18	11.2	54	33.8	56	35.0	160	100
Take part in decisions regarding school improvement	24	15.0	105	65.6	16	10.0	15	9.4	160	100
Ensure efficient utilization of contact hours	16	10.0	84	52.1	44	27.5	16	10.0	160	100
Assess the progress of school projects	47	29.4	74	46.2	31	19.4	8	5.0	160	100
Provision of teaching and learning materials	47	29.4	97	60.6	105	65.6	16	10.0	160	100
Monitoring teachers attendance and performance	8	5.0	8	5.0			39	24.4	160	100
Provision of accommodation for teachers	32	20.0	24	11.2	54	33.8	56	35.0	160	100

Source: Field Data, 2021

Table 4.2 showed that 39.4% of the respondents disagreed that community leaders provided land for school projects, about 36.2% agreed that community leaders provided land for school projects, 15% of the respondents strongly disagreed that community leaders provided land for school projects and 9.4% of the respondents strongly agreed that community leaders provided land for school projects. The result means that community leaders help in the provision of land for school projects.

Also, 30% of the respondents strongly disagreed that community leaders provided infrastructure, about 30.6% of the respondents agreed that community leaders provided infrastructure. About 20.0% of the respondents strongly agreed that community leaders provided infrastructure, 19.4% of the respondents disagreed that community leaders provided infrastructure. The result means that community leaders help in the provision provided infrastructure. The result confirms Goje's (1998) assertion that community leaders help in the building infrastructure for schools.

Table 4.2 again showed that 34.4% of the respondents strongly agreed that community leaders provided scholarship to brilliant pupil, about 30.0% also strongly disagreed with the statement, 20.6% agreed to the statement and 15.0% disagreed to the statement. The result means that community leaders provided scholarship to brilliant pupil.

Addition, 35.0% majority of the respondents strongly disagreed that community leaders provided curriculum materials for learning, about 33.8% also disagreed with the statement, 20.0% strongly agreed to the statement. About 11.2% agreed to the statement. The result means that community leaders do not help in the provision of curriculum materials for learning.

Moreso, 65.5% (105) majority of the respondents agreed that community leaders took part in decisions about school infrastructure. About 15.0% of the respondents strongly agreed that the community leaders took part in decisions about school infrastructure, 10.0% of the respondents disagreed that the community leaders took part in decisions about school infrastructure. Only 9.4% of the respondents strongly disagreed that the community leaders took part in decisions about school infrastructure and none of the respondents strongly disagreed to the statement. The result means that community leaders take part in decisions about school infrastructure. The result agrees with Goje's (1998) assertion that community leaders participate in school decision making.

Furthermore, 52.1% majority of the respondents agreed that the community leaders ensured efficient utilization of contact hours, again, the table showed that 27.5% (44) of the respondents disagreed that the community leaders ensured efficient utilization of contact hours. 10.0% of the respondents each strongly agreed and strongly disagreed with the statement. The result means that community leaders ensure efficient utilization of contact hours.

However, 46.2% majority of the respondents agreed that the community leaders assessed the progress of school projects. About 29.4% of the respondents strongly agreed to the statement, 19.4% (31) of the respondents disagreed to the statement, while 5.0% of the respondent strongly disagreed that the community leaders assessed the progress of school projects. The result means that community leaders assessed the progress of school projects. The result is in tandem with Lyndon's et al, (2012) statement that communities in which schools are located are always interested state of projects initiated in the school.

Again, 60.6% majority of the respondents agreed that community leaders helped in the provision of teaching and learning materials. About 29.4% also strongly agreed with the statement. Only 10.0% strongly disagreed with the statement and none of the respondents disagreed with the statement that community leaders helped in the provision of teaching and learning materials. The result means that community leaders help in the provision of teaching and learning materials. The result is consistent with Goje's (1998) statement that community leaders help in the provision of logistics for schools.

Further, 65.6% (55) majority of the respondents disagreed that community leaders monitored teachers attendance and performance. About 24.4% (39) also strongly disagreed with the statement, while 5.0% each of the respondents strongly agreed and agreed that community leaders monitored teachers attendance and performance. The result means that community leaders monitor teachers attendance and performance.

Finally, 35.0% majority of the respondents strongly disagreed that community leaders provided accommodation for teachers. About 33.8% also disagreed with the statement, 20% of the respondents strongly agreed that community leaders provided accommodation for teachers while 11.2% of the respondents agreed that community leaders provided accommodation for teachers. The result means that community leaders do not help in the provision of accommodation for teachers. The result is in line with Lyndon's et al, (2012) assertion that communities in which schools are located at times ensure that teachers are accommodated in the community.

Research Question 2: What factors impede community leaders' participation in basic school management at Kwadaso municipality?

Opinions on factors that impede community leaders' participation in basic school management were elicited from respondents. The respondents were asked to indicate their agreement or disagreement with the statements. The results are shown in Table 4.3.

Table 4.3: Factors that impede community leaders' participation in basic school management respondents

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	Freq.	%	Freq	%	Freq	%	Freq	%	Freq.	%
Lack of communication between the school and community members	39	24.4	81	50.6	32	20.0	8	5.0	160	100
Lack of understanding of educational issues by community members.	46	28.8	114	71.2					160	100
Inadequate resources to support the school	52	32.5	92	57.5	8	5.0	8	5.0	160	100
Lack of trust between school authorities and the community	55	34.4	61	38.1	36	22.5	8	5.0	160	100
Lack of cooperation between staff and community leaders	8	5.0			80	50.0	72	45.0	160	100
Role conflict between school personnel and community leaders	21	13.1	70	43.8	37	23.1	32	20.0	160	100
Inadequate participatory skills	36	22.5	88	55.0	20	12.5	16	10.0	160	100
Loss of interest in school programmes	16	10.0	63	39.4	31	19.4	50	31.2	160	100
The believe that educational development is the task of government	55	34.4	61	38.1	36	22.5	8	5.0	160	100
Political interference	36	22.5	88	55.0	36	22.5			160	100

Source: Field Data, 2021

Table 4.3 showed that 50.6% majority of the participants agreed that there was lack of communication between the school and community members, while 24.4% of the participants strongly agreed that there was lack of communication between the school and community members. About 20.0% disagreed that there was a lack of communication between the school and community members, while 5.0% of the participants strongly disagreed that there was lack of communication between the school and community members. The result means that lack of communication between the school and community members is a factor that impede community participation in school development. The result is in line with Harriet, Anin, and Yussif's (2013) assertion that poor flow of information account for the low involvement and participation of stakeholders at the local level.

About 71.2% majority of the participants agreed that there was a lack of understanding of educational issues by community members, while about 28.8% of the participants strongly agreed that there was a lack of understanding of educational issues by community members. About 10.0% of the participants strongly disagreed that there was a lack of understanding of educational issues by community members and none of the participants disagreed that there was a lack of understanding of educational issues by community members. The result means that lack of understanding of educational issues by community members is a factor that impede community participation in school development. The result confirms Harriet, Anin, and Yussif's (2013) assertion that low level understanding of educational issues impede community participation.

Over 57.5% majority of the participants agreed that inadequate resources to support the school as a barrier to community participation, while 32.5% of the participants

strongly agreed on inadequate resources to support the school as a barrier of community participation. About 5% (8) of the participants each either disagreed or strongly disagreed that inadequate resources to support the school as a barrier to community participation. The result means that inadequate resources to support the school is a factor that impede community participation in school development. The result corroborates Baku and Agyemang's (2002) statement that the main problem inhabiting community participation in education in our local communities included, among other things, inadequate resources to support the school.

Furthermore, 34.4% majority of the participants strongly agreed that there was a lack of trust between school authorities and the community. About 22.5% of the participants disagreed with the statement, while 38.1% of the participants agreed with the statement, 5.0% of the participants strongly disagreed that there was a lack of trust between school authorities and the community. The result means that lack of trust between school authorities and the community is a factor that impede community participation in school development.

Also, 45.0% majority of the participants strongly disagreed that lack of cooperation between staff and community leaders was a factor that impede community participation, while 50.0% of the participants disagreed that lack of cooperation between staff and community leaders was a factor that impede community participation. About 5.0% of the participants strongly agreed that lack of cooperation between staff and community leaders was a factor that impede community participation and none of the participants agreed that lack of cooperation between staff and community leaders was a factor that impede community participation. The result means that lack of cooperation between staff and

community leaders is a factor that impede community participation in school development. The result is in tandem with Harriet, Anin, and Yussif's (2013) assertion that uncooperative attitude between stakeholders of education accounts for the low involvement and participation of community leaders in school development.

Again, 43.8% majority of the participants agreed that there was role conflict between school personnel and community leaders, while 23.1% of the participants disagreed that there was role conflict between school personnel and community leaders. About 20.0% of the participants strongly disagreed that there was role conflict between school personnel and community leaders, and 13.1% strongly agreed that there was role conflict between school personnel and community leaders. The result means that role conflict between school personnel and community leaders is a factor that impedes community participation in school development. The result is in line with Baku and Agyemang's (2002) statement that one of the problem inhabiting community participation in education in our local communities included, among other things, role conflict between school personnel and the community.

Further, 55.0% majority of the participants agreed that there was inadequate participatory skills, while 22.5% of the participants strongly agreed that there was inadequate participatory skills. About 12.5% of the participants disagreed that there was inadequate participatory skills and 10.0% of the participants strongly disagreed that there was inadequate participatory skills. The result shows that inadequate participatory skills is a factor that impedes community participation in school development.

About 31.2% majority of the participants strongly disagreed that loss of interest in school programmes was a barrier to community participation, while 39.4% of the

participants agreed that loss of interest in school programmes was a barrier to community participation. About 19.4% of the participants disagreed that loss of interest in school programmes was a barrier to community participation, while 10.0% of the participants strongly agreed that loss of interest in school programmes was a barrier to community participation. The result means that loss of interest in school programmes is a factor that impedes community participation in school development. The result is in line with Harriet, Anin, and Yussif's (2013) position that loss of interest in school accounts for the low involvement and participation of community in school development.

Moreso, 34.4% majority of the participants strongly agreed that there was the belief that educational development was the task of government. About 22.5% of the participants disagreed with the statement, while 38.1% of the participants agreed with the statement, 5.0% of the participants strongly disagreed that there was the belief that educational development is the task of government. The result means that the belief that educational development is the task of government is a factor that impedes community participation in school development.

Lastly, 55.0% majority of the participants agreed that there was political interference, while 22.5% of the participants strongly agreed that there was political interference. About 22.5% of the participants disagreed that there was political interference. The result shows that political interference is a factor that impede community participation in school development. The result is in tandem with Baku and Agyemang's (2002) statement that one of the problems inhabiting community participation in education in our local communities included, among other things, political interference.

Research Questions 3: What factors can enhance community participation in basic school management at Kwadaso municipality?

Opinions on factors that can enhance community participation in basic school management were elicited from respondents. The respondents were asked to indicate their agreement or disagreement with the statements. The results are shown in Table 4.4.

Table 4.4 - Factors to enhance community participation in school management

ITEMS	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
	Sensitizing community members about participation	36	22.5	108	67.5	8	5.0	8	5.0	160
Involving community members in decision making of the school	74	46.3	78	48.7	8	5.0	-	-	160	100
Involving community members in school projects	48	30.0	99	61.9	-	-	13	8.1	160	100
Regularly holding meetings with community members	120	75.0	40	25.0	-	-	-	-	160	100
Cordial relationship between the school and the community leaders	90	56.2	70	43.8	-	-	-	-	160	100
Effective communication between the school and community	85	53.1	75	46.9	40	29.4	-	-	160	100
Views of the community leaders should be welcomed by the school	32	20.0	65	40.6	47	25.0	16	10.0	160	100
Community should own the school	52	32.5	52	32.5	-	-	16	10.0	160	100

Source: Field Data, 2021

Table 4.4 depicted that 67.5% majority of the respondents agreed that sensitizing community members about participation, 22.5% of the respondents agreed that sensitizing community members about participation was a way of enhancing community participation. Over 5.0% each of the respondents either strongly disagreed or disagreed that sensitizing community members about participation was a way of enhancing community participation. The result means that sensitizing community members about participation is a factor to enhance community participation in school development.

Also, 48.7% majority of the respondents agreed that involving community members in decision making of the school was a way of enhancing community participation, 46.3% of the respondents strongly agreed that involving community members in decision making of the school was a way of enhancing community participation. About 5.0% of the respondents disagreed that involving community members in decision making of the school was a way of enhancing community participation. None of the respondents strongly disagreed that involving community members in decision making of the school was a way of enhancing community participation. The result means that involving community members in decision making of the school is a factor to enhance community participation in school development. This findings corroborate Addae-Boahene's (2007) statement 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 the opposite is true.

About 61.9% majority of the respondents agreed that involving community members in school projects was a way of enhancing community participation, 30.0% of the respondents strongly agreed that involving community members in school projects was

a way of enhancing community participation. About 8.1% of the respondents strongly disagreed that involving community members in school projects was a way of enhancing community participation. None of the respondents disagreed with the statement. The result means that involving community members in school projects is a factor to enhance community participation in school development. This confirms the findings of Blimpo, Evans, and Lahire (2014) that involving the community in school projects enhances community participation.

Also, 75.0% majority of the respondents strongly agreed that regularly holding meetings with community members was a way of enhancing community participation, 25.0% of the respondents agreed that regularly holding meetings with community members was a way of enhancing community participation. None of the respondents either strongly disagreed or disagreed that regularly holding meetings with community members was a way of enhancing community participation. The result means that regularly holding meetings with community members is a factor to enhance community participation in school development. This confirms the findings of Blimpo, Evans, and Lahire (2014) that regularly holding meetings with community members enhances community participation.

Again, 56.2% majority of the respondents strongly agreed that cordial relationship between the school and the community leaders was a way of enhancing community participation, 43.8% of the respondents agreed that cordial relationship between the school and the community leaders was a way of enhancing community participation. None of the respondents either strongly disagreed or disagreed that cordial relationship between the school and the community leaders was a way of enhancing community participation. The

result means that cordial relationship between the school and the community leaders is a factor to enhance community participation in school development.

About 53.1% majority of the respondents strongly agreed that effective communication between the school and community could enhance community participation, 46.9% of the respondents agreed that effective communication between the school and community could enhance community participation. None of the respondents, strongly disagreed or disagreed that effective communication between the school and community could enhance community participation. The result means that effective communication between the school and community is a factor to enhance community participation in school development. This findings is in collaboration with Addae-Boahene's (2007) assertion that effective communication between the school and community is another effective way of enhancing community participation.

Additionally, 40.6% majority of the respondents agreed that welcoming views of the community leaders by the school could enhance community participation, 29.4% of the respondents disagreed that that welcoming views of the community leaders by the school could enhance community participation. About 20.0% of the respondents strongly agreed that welcoming views of the community leaders by the school could enhance community participation and 10.0% of the respondents strongly disagreed that welcoming views of the community leaders by the school could enhance community participation. The result means that welcoming views of the community leaders by the school is a factor to enhance community participation in school development.

Lastly, 32.5% each majority of the respondents either strongly agreed or agreed that community owning the school could enhance community participation, 25.0% of the

respondents disagreed that community owning the school could enhance community participation. About 10.0% of the respondents strongly disagreed that community owning the school could enhance community participation. The result means that community owning the school is a factor to enhance community participation in school development.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, main findings, conclusions, recommendations and suggestions for further study. The chapter, therefore, is in four main sections.

5.2 Summary of the Study

The study was conducted to investigate community participation in basic school management at Kwadaso Municipality in the Kumasi Metropolis of the Ashanti Region of Ghana. The objectives of the study were to find out areas community leaders mostly participate in basic school management at Kwadaso Municipality, identify factors that impede community leaders' participation in basic school management at Kwadaso Municipality and to find out strategies that could enhance community leaders' participation in basic schools management at Kwadaso Municipality.

The study used descriptive survey design. Simple random technique was used to select 160 respondents comprising 80 PTA executives excluding teachers and 80 SMC executives. Questionnaire was used to gather data for the study. The reliability test yielded Cronbach Alpha of 0.81. SPSS version 22.0 was used for analysis and interpretation of data.

5.3 Main Findings

1. The study revealed that areas community leaders participated were taking part in decisions about school infrastructure, ensuring efficient utilization of contact hours, assessing the progress of school projects, monitoring teachers attendance and performance, provision of land for school projects, provision of teaching and learning materials and provision of accommodation for teachers.

2. The study also revealed that factors that impeded community participation were lack of communication between the school and community members, lack of understanding of educational issues by community members, inadequate resources to support the school, lack of trust between school authorities and the community, role conflict between school personnel and community leaders, inadequate participatory skills, loss of interest in school programmes, the believe that educational development is the task of government and repairs of school facilities

3. The study found that, factors that helped to enhance community participation were sensitizing community members about participation in school management , involving community members in decision making of the school, involve community leaders in school projects, regularly holding meetings with community members, cordial relationship between the school and the community leaders, effective communication between the school and community, views of the community leaders welcomed by the school and community owning the school.

5.4 Conclusions

In conclusion, the study has revealed that community participated in so many areas for the improvement of basic schools. Notable among the areas community leaders participated were taking part in decisions about school infrastructure, ensuring efficient utilization of contact hours and assessing the progress of school projects which would help to bring improvement in the management of the school.

It could also be concluded that the various factors that impede community leaders in their quest to help improve community participation in school management as revealed by the study, if addressed, would go a long way to improve community leaders participation for the success of the school.

It could also be concluded that the various way of enhancing community participation as revealed by the study, if adopted, would help to promote community leaders participation in management of schools for its success.

5.5 Recommendations

Based on the findings and conclusions drawn, the following recommendations are made for effective community participation in school management.

1. School authorities must ensure that heads work collaboratively with community leaders for them to participate more in the development of the school because even though it was found that community leaders participated in the development of the school, few of the respondents disagreed.

1. The SMCs and P.T.As should be regularly sensitized on their roles in improving access, school infrastructure, performance and management, monitoring and supervision in basic

school management through workshops and seminars by the Municipal Education Office.

3. School authorities must ensure regular meetings involving community members in matters concerning the school for them to participate in the development of the school.

5.6 Suggestion for Further Study

The study was conducted to investigate community participation in basic school management at Kwadaso Municipality in the Kumasi Metropolis of the Ashanti Region of Ghana, therefore further study should be conducted in the remaining districts, municipalities and metropolis of the Ashanti Region to investigate community participation in basic school management to refute or confirm the findings of this study.



REFERENCES

- Abdinoor, A. (2008). Community assumes the role of state in education in stateless Somalia. *International Education*, 37 (2), 43-61.
- Addae-Boahene, A. (2007). *Ghana: Aid effectiveness and the education sector: Implications for civil society* (1). Accra: Alliance.
- Ahwoi, K. (2010). *Local governance and decentralization in Ghana*. Accra: Unimax Macmillan.
- Akyeampong, A. K. (2007). Extending basic education to out-of-school children in Northern Ghana, what can multi-grade schooling teach us. *Children's Geography* 9(3) 394-410
- Ameyaw-Akumfi, C. (2002). *New language policy for primary and basic education*. The Statesman, p.4.
- Amin, E. M. (2004). *Foundations of statistical inference for Social Science Research*. Makerere University Printery, Kampala Uganda
- Aref, F., Ma'rof R., & Sarjit S. G. (2009). Dimensions of community capacity building: a review of its implications in tourism development. *Journal of American Science*, 5(8), 74-82.
- Baikie, A. (2000). *Community intervention: The role of local government councils, traditional/community, teachers, PTA, Old Boy Association*. Paper presented at the Sensitization workshop on the Re- organization of the management of Post-primary schools in Kaduna state. Arewa House Kaduna 21-22 March.
- Baku, A., & Agyemang, K. (2002) *What is management? How management differs from leadership*. San Francisco: Jossey-Bass.

- Bamisaye, E. A., Ejie, M.U.C., Adelabu, M. A., & Alege, B. O. (1998). *Fundamentals of; school management*. University Plc, Ibadan
- Bekoe, K., & Quartey, E. F. (2013). Assessing community participation in promoting Basic Education at the Akorley District Assembly basic school in the YiloKrobo Municipality-Eastern Region-Ghana. *Journal of Education and Practice*, 4(7), 124-134. Retrieved on August 6, 2020 from <https://www.iiste.org/Journals/index.php/JEP/article/viewFile/5288/5291>
- Berends, J. W. (2009). *Escaping the rhetoric: A Mongolian perspective on participation in rural development projects*. Unpublished master's thesis, Department of Applied Science in International Rural Development, Lincoln University.
- Best R., & Kahn, M. (1995). *Research in education*. USA: Allyn and Bacon.
- Betancourt, L. (2009). *Ten rules for increasing participation*. NY, USA: Mashable.
- Blimpo, M. P. Evans, D. K. & Lahire, A. A. (2014). *The state of lower basic education in the Gambia: A baseline survey report*. Washington: The World Bank.
- Bray, M. (2000). *New resources for education community management and financing of Commonwealth Secretariat*. Hong Kong: Colourcraft Limited.
- Brown, G. H. (1947). A comparison of sampling methods. *Journal of Marketing*, 6, 331-337
- Career Guide (2020). *What is management? Definitions and functions*. Retrieved on October 22nd 2020 from <https://www.indeed.com/career-advice/career-development/what-is-management>
- Cavaye, J. M. (2010). *Sustainable community development: Approaches*,

opportunities and challenges. Proceedings of the International Conference on Sustainable Community Development, July 20-22, 2010, Putrajaya, Malasia.

Chambers, R. (2005). *Ideas for development*: United Kingdom: Earthscan.

Cohen, Manion, A., & Morrison, E. (2007), *Research methods in education* (4th ed.). London: Routledge.

Cole, S. (2007). *Tourism, culture and development: Hopes, dreams and realities in East Indonesia*. Clevedon, UK: Channel View Publications.

Cornwall, A. (2008). Unpacking ‘participation’: Models, meanings and practices. *Community Development Journal*, 58(7), 28-38.

Dale, R. (2000). *Organisations and development: Strategies, structures and processes*. New Delhi: Sage Publications Ltd.

Das J., Stefan, D., Habyarimana J., Krishnan P., Muralidharan K., & Sundararaman V., (2013). School inputs, household substitution and test scores. *American Journal of Applied Economics*, 5(2), 29-57.

District Education Directorate (2014). *School Performance Appraisal Meeting (SPAM) Report*. GomoaAfransi. Unpublished.

Duflo, E., Dupas, P., & Kremer, M. (2012). School governance, teacher incentives, and pupil- teacher ratios: Experimental evidence from Kenyan primary schools. *Journal of Public Economics*, 7(12), 33-38.

Educational Development Centre (2012). *Community school alliance project*. Osu, Accra. Global Learning.

- Edwin, R. V. T., & Vanora, H. (2001). *The importance of pilot studies*. Retrieved on November, 15, 2020 from www.http://sru.soc.surrey.ac.uk/SRU35.html
- Fraenkel, T., & Wallen, W. (2009). Toward a public administration theory of public service motivation: An institutional approach; *Public Management Review*. 9(4), 545-555.
- Galiani, S., Gertler P., & Schargrodsky, E. (2008). School decentralization: Helping the good get better but leaving the poor behind. *Journal of Public Economics*, 92, 2106-2120.
- Gay, L., Mills, G., & Airasian, P. (2006). *Educational research: Competencies for analysis and applications*. New Jersey: Pearson Education Inc.
- Ghana Education Acts, (1994).
- Ghana Education Service (2001). *School management committee/parent teacher association resource handbook*. Accra: GES.
- Ghana Education Service (2004). *National framework for teacher accreditation and programme for untrained teachers*. Accra, Ghana: MOEYS/GES
- Ghana Education Service (2008). *Ghana Education Service Act*, (2008).
- Ghana Education Service (2011). *Report of the study in constitutional and legal framework: The right to pre-tertiary education*. Columbus, Ohio: Merrill publication Co.
- Ghuri, P., & Gronhaug, K. (2005). *Research methods in business studies*. Harlow, FT: Prentice Hall.
- Gojeh, B. (1998). How community /PTA can contribute to primary education. *SPEBNew A Publication of Kaduna State Primary Education Board*. 1(4), 34-56.
- Grant, C. E. (1979). Community participation in the school administration. *Sage Publication* 19(1)171-267.

- Gwang-Chol, C. (2006). *Strategic planning in education: Some concepts and steps, in education policies and strategies*. Paris: UNESCO
- Harriet, Anin, R., & Yussif's, E. (2013) Teaching methods and students' academic performance. *International Journal of Humanities and Social Science Invention*, 2(9), 29-35
- Heck, D. (2003) Leadership and professional development: The quiet revolution. *International Journal of Educational Management*, 19(4), 292-306.
- Horsnby, A. S. (2000). *Oxford Advanced learner Dictionary of Current English*. New York, Oxford University Press sixth Edition.
- International Association for Public Participation, (2006). *Development: Theory, policy and practice*. Cape Town: Oxford University Press Southern Africa.
- Journal for Adult Education and Development (1993). Retrieved on July 25, 2020 from <https://files.eric.ed.gov/fulltext/ED424358.pdf>
- Kalemba, B. (2013). *Community participation in education delivery: A study of how community schools target OVCs in Chipulukusu, Zambia*. Unpublished masters's thesis. Department of Geography, NTNU.
- Khatiwada, R. P., Pradhan, B. L., & Poudyal, N. (2015). *Research methodology*. Kathmandu Nepal: KEC Publication.
- Kolkman, M. J., Kok M., & Veen, A. (2005). Mental model mapping as new tool to analyse the use of information in decision-making in integrated water management. *Physics and Chemistry on the Earth*, 2(30), 317-332
- Kumar, S., & Corbridge, S, (2002). Programmed to fail? Development projects and the politics of participation. *Journal of Development Studies*, 39(2), 73-103.

- Kwadaso Municipal Education Office Report (2020)
- Lacy, T. D., Marion, B., Stewart, M., & Steve, N. (2002). *Public/private partnerships for sustainable tourism. In Delivering a sustainability strategy for tourism destinations: Asia Pacific Economic Cooperation Apec Tourism Working Group.*
- Lasker, R. D., Weiss, E. S., & Miller R. (2001). Partnership synergy: A practical framework for studying and strengthening the collaborative advantage. *The Milbank Quarterly*, 79(2), 179-205.
- Leksakundilok, A. (2006). *Community participation in ecotourism development in Thailand*, University of Sydney. Geosciences.
- Louis, C., Lawrence, M., & Keith, M. (2002). *Research methods in education*. (5th ed.). London: Prentice-Hall.
- Lyndon, N. S., Selvadurai, M. F., Jali, M., Besar, J. A., Aznie, C. R. R., Ali, M. N. S., & Abd Rahim, (2012). Education and the Bidayuh community-a case of gendered participation and attainment. *J.Soc. Space*, 5(1), 163-172.
- Management Study HQ (2020). *What is management*. Retrieved on 22nd October 2020 from <https://www.managementstudyhq.com/what-is-management.html>
- Mankoe, J. O. (2002). *Educational administration and management in Ghana* (2nd ed). Kumasi: Payless Publication Ltd.
- Mankoe, J. O. (2002). *The Role of the central government and the local communities in financing education under devolution policy in Ghana*. Unpublished Doctoral dissertation, University of Alberta, Alberta Province.
- Mansuri, G, Rao, V. (2013). Community-based and driven development: A critical review. Development Research Group. *World Bank Research Observer*, 19(1), 1

-39.

- Mansuri, G., & Rao V. (2012). Localizing development: A critical review. Development research group. *World Bank Research Observer*, 11(2), 41-49.
- Mansuri, G., & Rao, V. (2004). *Community based and driven development*: Washington. A World Bank Research publication.
- Mathie, A., & Cunningham, G. (2003). From clients to citizens: Asset-based community development as a strategy for community-driven development. *Development in Practice*, 13(5), 474-486.
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry*. (7th ed.). Virginia Commonwealth University: Produced by Pearson Education, Inc.
- Mikkelsen, B. (2005). *Methods for development and research: A new guide for educational research*. NY: Springer.
- Ministry of Education (2003). *Basic education sector improvement programme: Policy document*. Accra: GES/MOE.
- Ministry of Education (2008). *Draft policy guidelines on the delivery of basic education*. Accra. MoE.
- Ministry of Education (2013). *Head teacher's hand book*. Accra: GES/MOE.
- Miranda, R. (2007). *Leadership and management development in education*. London: Sage.
- Mosse, D. (2001). *People's knowledge, participation and patronage: Operations and representations in rural development and participation*, London: Zed.
- Namphande, P. N. W. (2007). *Choice or deprivation? Primary school drop outs in Malawi*:

The case of Kasungu District. NTNU: Trondheim.

Narwana, K. (2010). Locating community is school education: A case of village education committees in Haryana, India. *International Journal of Interdisciplinary Social Science*, 5(5), 374 - 386.

National Education Association (2016). *NEA Reviews of the Research on Best Practices in Education.* Retrieved on 25th July, 2020 from <http://www.nea.org/tools/17360.htm>

Nkunika, A.I.Z. (1987). The role of popular participation in programmes of social development. *Journal of Social Development in Africa*, 2(1), 17-28.

Oakley, P. (1991). *Projects with people: The practice of participation in rural development.* Geneva: ILO. Oaks: SAGE Publications.

Olomola A. (2002). *School own management of education.* London: Prentice-Hall.

Oluwatayo, J. (2012). Validity and reliability issues in educational research. *Journal of Educational and Social Research* 2, 391-400.

Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American Community.* New York: Pearson.

Ratanavaraha, V., & Jomnonkwoa, S. (2013). Community participation and behavioral changes of helmet use in Thailand. *Trans Policy*, 25(1): 111-118.

Shaeffer, S. (1994). *Partnerships and participation in basic education: A series of training modules and case study abstracts for educational planners and managers.* Paris: UNESCO.

Stephanie, G. (2015). *Construct validity: Definition and examples.* Retrieved on January 5, 2020 from <https://www.statisticshowto.com/construct-validity/>

- Stiglitz, J. (2002). *An agenda for development for the twenty-first century: Ninth annual bank conference on development economics*: Washington DC: World Bank.
- Taherdoost, M. (2020). Validity and reliability of the research instrument; How to test the validation of a questionnaire/survey in a research. *International Journal of Academic Research in Management (IJARM)*, 5, 67-99.
- Taherdoost, Y. (2020). *Research methods, quantitative and qualitative approaches*. ACT, Nairobi.
- Talbot, L., & Glenda, V. (2005). *Promoting health: The primary health care approach*. (3rd ed). Elsevier, Churchill Livingstone, Australia.
- Thompson, A. (2015). Assessment of self-regulated learning as a panacea for acquisition of science process skills by chemistry students in secondary schools. *Contemporary Journal of Educational Research*, 4(1), 161-174.
- Uemura, M. (1999a). *Community participation: What do we know?* Washington D.C.: World Bank.
- UNICEF (1992). *Strategies to Promote Girls' Education: Policies and Programmes that Work*. New York: UNICEF.
- Warburton, D. (1997). Participatory action in the countryside: *A Literature Review*, 6, 34-45.
- WCEFA. (1990). *World declaration on education for all*. New York: Inter-Agency Commission.
- White, C. J. (2005). *Research: A practical guide*. First edition. Pretoria: Ithuthuko Investment.
- Wilcox, D. J. (2002). *Community participation and empowerment: Putting theory into*

practice. NY: Rowntree Foundation.

Williams, J. H. (1994). *The role of the community in education: The forum for advancing basic education and literacy*. Cambridge: Harvard Institute for International Development. World Bank.

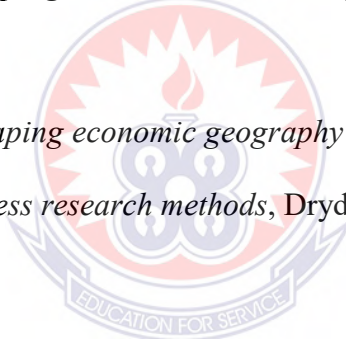
Wilson, & Wilde, (2003). *Benchmarking community participation; Developing and implementing the active partners benchmark*. New York: Rowntree Foundation.

World Bank, (2004). *Annual review of development effectiveness: The World Bank's contribution to poverty reduction*. World Bank.

World Bank, (2006). *The effectiveness of community-driven development and community-based development programmes*. Yorkshire: Operations Evaluation Department, World Bank.

World Bank, (2009). *Reshaping economic geography*. OPK: World Bank Group.

Zikmund, R. (2002). *Business research methods*, Dryden: Thomson Learning.



APPENDIX

AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR COMMUNITY LEADERS

The questionnaire contains items on community leaders participation in basic school management. I would be very glad if you could kindly respond to the items on the questionnaire. The information you would provide would be treated with utmost confidentiality and would be used for academic purposes only.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

INSTRUCTION: Please tick the most appropriate response.

- 1 What is your gender?
 - a. Male []
 - b. Female []

- 2 What is your highest educational qualification?
 - a. Basic Education []
 - b. SSS/TECH./VOC []
 - c. Diploma []
 - d. Bachelor's degree []
 - e. Master's degree []
 - f. Others please specify []



SECTION B**AREAS COMMUNITIES PARTICIPATE**

The following are the statements on areas communities participate in basic school management. Read each statement and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	Areas of Participation	4	3	2	1
3	Provision of land for school projects				
4	Provide infrastructure				
5	Provision of scholarship to brilliant pupil				
6	Provide curriculum materials for learning				
7	Take part in decisions about school infrastructure				
8	Ensure efficient utilization of contact hours				
9	Assess the progress of school projects				
10	Provision of teaching and learning materials				
11	Monitoring teachers attendance				
12	Provision of accommodation for teachers				

SECTION C**FACTORS THAT IMPEDE COMMUNITY PARTICIPATION**

The following are the statements on factors that impede community participation in development of basic school. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	Items	4	3	2	1
13	Lack of communication between the school and community members				
14	Lack of understanding of educational issues by community members.				
15	Inadequate resources to support the school				
16	Lack of trust between school authorities and the community				
17	Lack of cooperation between staff and community leaders				
18	Roles conflict between school personnel and community leaders				
19	Inadequate participatory skills				
20	Loss of interest in school programmes				
21	The believe that educational development is the task of government				
22	Political interference				

SECTION D**FACTORS TO ENHANCE COMMUNITY PARTICIPATION**

The following are the statements on factors to enhance community participation in basic school management. Read each statement carefully and indicate your agreement or disagreement. Tick [] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	Items	4	3	2	1
23	Sensitizing community members about participation in school management				
24	Involving community members in decision making of the school				
25	Involve community leaders in school projects				
26	Regularly holding meetings with community members				
27	Cordial relationship between the school and the community leaders				
28	Effective communication between the school and community				
29	Views of the community leaders should be welcomed by the school				
30	Community should own the school				

THANK YOU