

**UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE**

**IMPACT OF PARENTAL AND COMMUNITY INVOLVEMENT IN SCHOOLS  
ON TEACHER ATTENDANCE IN JUNIOR HIGH SCHOOLS IN THE  
NORTHERN REGION OF GHANA: CASE STUDY OF EAST MAMPRUSI  
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DISTRICT.**

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**THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
FOUNDATION, FACULTY OF EDUCATION, UNIVERSITY FOR  
DEVELOPMENT STUDIES IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY IN  
TRAINING AND DEVELOPMENT**

**MARCH, 2017**



## DECLARATION

### CANDIDATE'S DECLARATION

I, hereby declare that this submission is my own original research work towards the award of the M. PHIL in Education (Training and Development). With the exception of quotations and references contained in published works which have all been identified and duly acknowledged, it contains no material previously published by another person nor material submitted, either in part or whole for another degree elsewhere.

BILIMAN IZAL WAEK

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### SUPERVISORS' DECLARATION

We hereby as the supervisors declare that the preparation and presentation of this thesis was supervised in accordance with the guidelines for the supervision of thesis laid down by the University for Development Studies.

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## DEDICATION

I dedicate this piece to my lovely wife, daughter and son, Mrs. Angela Biliman, Daniella

P. Biliman and Nathan W. Biliman.



## ACKNOWLEDGEMENTS

I am highly indebted to God for the wisdom, good health and protection I enjoyed throughout this programme to producing this manuscript.

My greatest appreciation goes to my supervisor and co- supervisor Dr. Anthony Donkor and Dr. Issah Mohammed whose invaluable guidance, useful suggestions, helpful and constructive criticism made me to carry this to successful end. This work would not have been possible without the limitless support of you. I say thank you and may God bless you. I equally wish to express my sincere gratitude to all the lecturers of the Faculty for their guidance and encouragement, especially Rev. Fr. Dr. Thomas Asante.

My heartfelt gratitude goes to my late Dad and Mum (Mr. Janwali Izal and Mrs. B.W. Izal) who contributed tremendously to my life. May your souls rest in peace.

I am also grateful to my beautiful wife and pretty daughter (Angela & Daniella, respectively) for coping with me throughout this period, whom I cannot thank enough. I also want to acknowledge the assistance given to me by my family in Namangu and all my brothers and sisters especially N. N Robert of the Chemistry Department of Bolga SHS and finally to my course mates and friends especially Mr. Adam Issahaku of NASS, Mr. B. Abdulai of Nalerigu D/A JHS and Mr. Adam M. Shahadu of Gbintiri JHS for their collegial participation during the programme. God richly bless you.



## ABSTRACT

The purpose of this study was to investigate the impact of parental and community involvement in schools on teacher attendance in Junior High Schools in the East Mamprusi District. The East Mamprusi District had experienced poor teacher attendance to schools in recent years which adversely affected the quality of education in the area. The study adopted a survey design with mixed method approaches to obtain both qualitative and quantitative data. The population for the study comprised one hundred and fifty (150) participants. Cluster sampling was used to sample (3) circuits while simple random sampling was used to sample (3) schools, (15) PTA executives, (12) GES officers and (30) teachers. Three (3) head teachers were sampled by convenience sampling while purposive and systematic samplings were used to sample (90) parents. Self-constructed questionnaire was used to collect quantitative data from teachers and parents and the data analysed using SPSS version 20. Interview guide was also self-constructed and used to collect qualitative data from (15) PTA executives and (12) GES officers and the data transcribed and analysed descriptively. Results of the research revealed that, parents and communities were involved in school management. Effective parental and community involvement in schools had positive impact on teacher attendance. Ethnicity; wealth; illiteracy and poverty were identified as challenges in parental and community involvement in schools. It was concluded that parents and communities' involvement in schools had little impact on teacher attendance in the study area because parents were not well informed about educational policies as well as their duties and responsibilities in the schools. It was recommended that effective sensitisation should be given to PTAs/SMCs and parents by Ghana Education Service.



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## LIST OF ACRONYMS

BECE	Basic Education Certificate Examinations
CSP	Community Support Programme
DEOC	District Education Oversight Committee
FCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
GSS	Ghana Statistical Service
IBIS	Danish International Nongovernmental Organisation
JHS	Junior High School
KG	Kindergarten
MOE	Ministry of Education
NGOs	Non-Governmental Organisations
NNED	Northern Network for Educational Development
PCG	Presbyterian Church of Ghana
PRA	Participatory Rural Appraisal
PTA	Parents Teachers Association
SFEP	Social Forestry Education and participation Pilot Project
SMC	School Management Committee
SMIS	School Management Information System
SPAM	School Performance Appraisal Meeting
SPSS	Statistical Package for Social Science
SSSCE	Senior Secondary School Certificate Examination
TLMs	Teaching and Learning Materials
UNIAPP	University Application



VEC	Village Education Committee
WAEC	West African Examinations Council
WSD	Whole School Development



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Overview

This chapter one presented and discussed each of the following: the background of the study, the key problem under investigation, the relevant research questions, the general and specific objectives of the study, the justification for the topic, the scope of the study, the limitation of the study, definitions of key terms, organisation of the study and conclusion.

#### 1.2 Background to the Study

It is widely recognised that parental and community participation in schools has become an integral part of our educational system today. Ghanaians are more involved in their children education at home than in school (Chowa, Ansong, & Osei-Akoto, 2012). In the northern sector of Ghana, parental and community involvement in school management was fully realised in the twentieth century (Adam, 2005). He further expresses that post-independence educational policies in Ghana such as free education had benefited the people of the northern part of the country which created an impression that the issues related to education and school management is the mandatory role of the ministry of education. Parental and community involvement in schools therefore seemed to be growing gradually after independence in 1957 with regards to how parents and communities become aware of the importance of education.

World Bank (2011) reported that Ghana tops the list of teacher irregularities among all the West African countries which implied that the truancy level of teachers in Ghana





was at its peak. Since the introduction of formal education in Ghana, formally called Gold Coast, teacher attendance and punctuality in schools has been changing gradually from better to worst irrespective of parental and community involvement in the management and controlling of schools. The World Bank observed that the annual average teacher absenteeism in developing countries such as Tunisia and Morocco is 11.6 days and 13.4 days respectively, while that of Ghana is 43 days (World Bank, 2011). In Ghana teacher attendance is poorer in deprived communities and more isolated schools where parents are less involved in education, contributing to unequal educational opportunities (NNED & IBIS, 2010). Gabriela Juan Mayli Cluadia and Santiago (2012) describe teacher attendance to school as fundamental to child educational achievement. Teacher poor attendance to school can hinder intellectual achievement of children resulting in low standard of education (Okurut, 2012).

The most important element that can improve standard and quality of education is active participation of parents in their children education (Wanke, 2008). Therefore, if Ghana and other developing countries are to maximised their potentials from quality education, they will need full support of parents and communities. It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and the democratisation of school governance. The Ministry of Education in Ghana also emphasised that active parental and community participation in schools is a key indicator of the quality of schooling in the various communities (Ghana Education Service, 2010).

The various educational reforms and policies such as Educational Act 87 of 1961 were initiated by Government of Ghana to ensure that freedom and opportunity are given to



parents and school-communities to participate in schools. The Ministry of Education in 2010 pointed out that the Act spells out and streamlined the roles of PTAs/SMCs in schools.

The idea of educational decentralisation in Ghana in 1996 started with greater recognition of the important roles parents and communities play in school management and development. According to Felipe, Tazeen, Anthony and Lucrecia (2009) decentralisation enhances school-based management at the local level. Standards and quality of education may improve when education is decentralised to shift the blame for poor performance of schools to parents and communities (Winkler, 2003). One of the principal objectives of Free Compulsory Universal Basic Education (FCUBE) which was introduced in 1996 by the government of Ghana was “Increasing Access and Participation” which demonstrates the extent of government recognition of the share responsibilities of parents and communities in education (Ghana Education Service, 2010).

Numerous efforts had been made by the government of Ghana to improve parental and community participation in schools due to individual’s concerns being raised about the magnitude of the importance of parental and community participation in education. In view of this, Akyeampong (2004) stated that the School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) were introduced after FCUBE programme in order to entrust holistic management of schools in the hands of parents and communities. The School Performance Appraisal Meeting (SPAM) Policy was also introduced later to hold teachers accountable to the parents and communities at the local levels.



Several attempts are being made by different communities to establish community schools in Ghana after the introduction of formal education. According to Eldah, Mungai, Oulai, Sankale and Mujidi (2004, p. 4), “Community schools are defined as schools which are built, financed and managed by the communities themselves, with or without government assistance”. Even though many of the communities originally established schools voluntarily, recruited teachers and provided places for teaching and learning for their children to this moment, the impact of parents and communities’ involvement in schools has not been fully harnessed.

The degree or capacity of parental and community involvement in schools to improving quality and standards of education today is questionable because the standards and quality of our educational system today has been regarded as poor and can better be described as “Falling standards of Education” (Kinsford, 2010).

### **1.3 Problem Statement**

There are numerous literature about the efficiency of parental and community involvement in school management and governance which raise concern about the impact of parental and community involvement in schools on teacher attendance. Poor attendance of teachers to schools in Ghana had dominated media reports in recent times. It is reported on daily basis, a situation where teachers within interactional hours are engaged in personal work at the expense of teaching in schools. This situation existed across all the ten regions in Ghana and increases in magnitude per annum. Even though the Ministry of Education (MoE) and Ghana Education Service (GES) had since 1961 recognised the pivotal roles played by the parents and school- community leaders in



education, the state of teacher attendance remains poor (Ghana Education Service, 2010). The study conducted by the Northern Network for Education Development (NNED) and Danish International NGO (IBIS) (2010) in Northern and Upper East regions of the country discovered that there was massive teacher absenteeism in the regions to the extent that teachers virtually abandon schools in rural communities. PTAs, NGOs and other concerned people in the East Mamprusi District complained about the irregular attendance of teachers to schools. These irregularities of teachers eventually affect academic performance of children within the East Mamprusi District in Basic Education Certificate Examination (BECE) and Senior High School Certificate Examination (SHSCE). Most parents have no concern about educational welfare of their children and scarcely involve in matters related to schools. These attitudes of some of the parents and Parent Teacher Associations (PTAs)/ School Management Committees (SMCs) in the East Mamprusi District provide opportunity for some teachers to be employed as part-time teachers in private schools, while others are engaged in farming and petty trading. The use of contact hours by teachers for their personal work for selfish gain increases their poor attendance to schools. The other issue that compounds the problem in the East Mamprusi District is inadequate supervision of teachers at work. The links between parents, communities, and other stakeholders such as District Education Office (DEO), District Education Oversight Committee (DEOC) and District Assembly are not properly coordinated. Some of the teachers not only absent themselves, but also engage students to help them on their farms and other works which can be tantamount to child labour. In the East Mamprusi District, cooperative effort of the government, voluntary agencies, civil societies and internal Non-Governmental



Organizations (NGOs) have employed their resources into improving the state of teacher attendance. The NGO (Connect 4 change) in collaboration with Presbyterian Church of Ghana (PCG) working with one of the schools under study in 2015 installed University Application (UNIAPP) educational software for School Management Information System (SMIS). The UNIAPP helped the school administration in tracking teacher attendance on time of arrival and time of departure on daily basis in order to improve their attendance.

There is the need to examine the effectiveness of parental and community involvement in schools as further intervention if this problem of teacher attendance would be reduced to the barest minimum in Ghana and precisely in the study area. The effectiveness of parental and community involvement in schools would be used as alternative measure to improve teacher attendance.

In view of the above issues, the state of parental and community involvement in schools in relation to teacher attendance needs to be given more attention. Though several studies have been conducted about the parental and community involvement in other areas such as the Nanumba District and the Yilo Krobo Municipality of Ghana, it's still need critical examination. To be able to address our schools' problems through parents and communities, there is the need to have clear understanding of the nature and the effectiveness of parental and community involvement in schools within the East Mamprusi District.



#### **1.4 Objectives of the Study**

The general objective of this study is to examine the impact of parental and community involvement in schools on teacher attendance in Junior High Schools in the East Mamprusi District of the Northern Region of Ghana. The specific objectives of the study include the following:

- i. To examine the parental and community involvement in schools within the East Mamprusi District.
- ii. To assess the impact of parental and community involvement in schools on teacher attendance in the East Mamprusi District.
- iii. To assess the challenges faced by parents and communities that hinder their involvement in schools in the East Mamprusi District.

#### **1.5 Research Questions**

The researcher sought to address the problem of the study by providing answers to three questions below:

- i. How effective is the involvement of parents and communities in schools within the East Mamprusi District?
- ii. What is the impact of parental and community involvement in schools on teacher attendance in the East Mamprusi District?
- iii. What are the challenges that have hindered the involvement of parents and communities in schools in the East Mamprusi District?



## 1.6 Justification of the Study

The development of every nation depends on her quality of education. The quality of education can only be realised, if parents and communities are put at the centre and fully involved in day-to-day management of schools. Also, if teachers are well equipped with the necessary skills and are punctual at their work. Teacher poor attendance from previous studies available indicated that, its causes depend to a great extent on lack of monitoring, supervision and time management on the part of the teachers.

In the first place, the study is expected to throw more light into the problem of poor teacher attendance in our schools especially in the East Mamprusi District and whether the efforts of parents and community can be harnessed to reduce the problem.

Secondly, it will also create awareness and draw attention of the issue to the parents, local communities and stakeholders in education as well as how they can join hands to address it.

Thirdly, the findings from the study will help authorities concern to know the magnitude of the problem and its effects on standards and quality of education in the East Mamprusi District.

In addition, the recommendations and implementations of the study findings can help minimise the level of poor teacher attendance in the East Mamprusi District.

The research findings will also add to the existing literature of knowledge for further researchers.

The findings of the study will be beneficial to educational authorities, policy makers and planners in making useful decisions.



Finally, the research findings and recommendations will increase interest in the problem which will lead to further inquiry into the issue in order to uproot it.

### **1.7 Scope of the Study**

Contextually, the research lays emphasis on involvement of parents and communities in education delivery in Junior High Schools. It takes into consideration of the relevant literature concerning the various schools of thought in education and the concepts of parental and community involvement in education. It also discusses the effectiveness of parental and community involvement in schools, how to improve parental and community involvement in schools, impact of parental and community involvement in schools on teacher attendance and challenges confronted parental and community involvement in schools.

The geographical scope of the study is the East Mamprusi District in the northern region of Ghana. East Mamprusi District is located at the north-eastern part of the region. It shares border to the west by West Mamprusi District and the south by Gusheigu and Karaga Districts. To the north it shares boundaries with the Garu-Tempene, Bawku West and Talensi-Nadam districts. It is also bordered to the east by Bunkpurugu-Yunyoo district (Feigben, 2010).

Educationally, there are seventy one (71) primary schools with kindergartens and thirty three (33) private primary schools, nineteen (19) Junior High Schools and eleven (11) private Junior High Schools, two Senior High Schools, one Youth Leadership Training Institute and one Health Training School in the district.





The study covered public Junior High Schools only. It will look at parents and communities effort to provide support to teachers. Specifically, it covered personnel from the district education office, members of school communities, parents, members of the school management committees and parent teacher association and teachers.

The study will be carried out in three Junior High Schools (JHS) which include Gambaga Presby JHS, Gbintiri JHS and Nalerigu D/A JHS. East Mamprusi District is a rural district and has very limited natural resources and low economic activities. The nature of parental and community involvement in the schools and persistent poor teachers attendance to schools in the East Mampurisi District, leading to continual poor performance of the students in the Basic Education Certification Examination (BECE) informed my decision to choose the East Mampurisi District for the study.

### **1.8 Limitation of the Study**

The researcher encountered a lot of difficulties during his survey as enumerated below.

The language barrier was one of bottlenecks due to the inhabitants of different ethnic groups within the area but this issue was addressed through the use of research assistants who live within the various communities.

The reluctance of the respondents in disclosing information with the view that the information will be disclosed to the outside world and it could be used against the school and the community.

The heads of the schools management teams were not able to give accurate responses to the questionnaires because most of the parents, PTAs/SMCs chairpersons and opinion leaders were illiterates and could not read and write.



The attendance records of some staffs were inaccurate because some of the teachers write their colleagues names in the attendances books whenever they were absent which does not give clear general outlook of the situation underground.

Some of the parents and community leaders were not willing to disclose the actual problem of their relatives who were teachers in the same communities for the fear of betrayal.

### **1.9 Definition of Key Terms**

**Teacher attendance** (dependent variable) is defined in relation to the presence of teacher during the working hours and punctual to class to perform his or her duty of teaching and helping pupils in learning as well as carrying out extra-curricular activities.

**Parental and community involvement** (independent variable) is defined as active participation of parents and communities in day- to- day activities to enhance quality education.

**Participation** is the act of taking part in an activity or involvement in the happening in an institution.

**Parent** refers to father or mother of an individual but can also be referred to the one who caters for a child.

**Community** is a group of people who live together, speak common language with similar cultural background and share emotional feeling for each other.

**Parental participation** in school is defined as the presence of parents in school to offer their support in school activities.



**Community participation** in education in this study is defined to mean the community involvement in the decision-making process, management, governance or running of a school.

### **1.10 Organisation of the Study**

The study has been classified into five chapters. The first chapter introduces the research, identifies the key problem under investigation and asks relevant research questions. It further states general and specific objectives for the research, defines its scope, gives a justification for the topic and outlines the limitation of the research. This chapter is relevant to the study because it puts the study into perspectives and to check deviations.

The second chapter presents the review of literature on parental and community involvement in education and definition of relevant terminologies. The chapter provides the theoretical and historical information needed to carve a methodology for the research. In chapter two, there is a theoretical discussion of involvement in broader terms with a view to reconstructing involvement. The theory of Overlapping Spheres of Influence by Epstein (1987), literatures by Shaeffer, Cilliers et al. (2013), Uemura and others are employed to establish a framework for analysis.

Chapter three spells out the profile of the study area which describes social characteristics and physical characteristics. It also contains the research design adopted, the data requirement and the sources of the data, the data collection method employed, the sampling techniques and the framework for data analysis reporting. This chapter also provides a guide as to the conduct of the field survey.



The fourth chapter presents and analyses data collected from the subjects in terms of the social characteristics of the respondents in the selected school in the district. This chapter is very crucial in the research because it provides the information to answer the research questions raised in chapter one. The findings are based on the data analyzed in this chapter.

The chapter five is the last chapter which is made up of the key findings of the study, general conclusion, a set of recommendations and suggestions for further research. This chapter shows it's relevant by disclosing information which is hitherto was unknown and increases the number of existing body of knowledge by adding new knowledge.

### **1.11 Conclusion**

This chapter one had presented and discussed each of the following: the background of the study, the key problem under investigation, the relevant research questions, the general and specific objectives of the study, the justification for the topic, the scope of the study, the limitation of the study, definitions of key terms and organization of the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The chapter will critically look into the various literatures related to parental and community involvement in education.

#### 2.2 Theoretical Issues Related to Involvement in School Management

Before looking at the literature research on parental and community involvement in schools, it is necessary to clarify the following terminologies: parent, community and involvement.

Wanke (2008) states that the duties and responsibilities involved in the upbringing of a child can qualify one to become a parent not only the biological component. Parental status can be acquired through provision of child physiological and educational needs. According to Aertey (2010) parents can be put into two main categories which include “Biological parent” and “social parent”. He explained that biological parent is a parent who directly gives birth to a child whereas social parent is a parent who only raises a child he or she does not give birth to.

Uemura (1999) sees community as a faction of people who live together, speak common language with similar cultural background and share emotional feeling for each other. Conning and Kevane (2000) observe that a well established and focused community has agents such as Non-Governmental Organisations, religions, groups and so on, that enhance effective running of the community.



### 2.2.1. Meaning of Involvement in a Broader Sense

Involvement just like any other concepts can be used contextually depending on individual author's view. Shaeffer (1994) cited in Adam (2005, p.25) explains that involvement has no single definition and can be put into different perspectives. In his view, involvement can better be understood in seven ways and of definitions are as follows:

- i. involvement through rendering service in school admission or scarifying in any work that will benefit the school;
- ii. involvement through donation in cash or kind towards development of the school;
- iii. involvement through “attendance” (example is PTAs and SMCs meeting at the school) as means of throwing your support in planning for the welfare of the school;
- iv. involvement through discussion about finding a solution to a problem;
- v. participation in the discharge of a duty or responsibility as a stakeholder;
- vi. participation as “implementers of delegated powers”; and
- vii. Participation in strategic planning towards development of a school.

Shaeffer emphasises that there are differences between involvement and participation. The first four statements which start with involvement are passive whereas the last three statements which start with participation are active which justify the differences between involvement and participation.



Shaeffer (1994) in Adam (2005) further provides specific activities that involve a high degree of involvement in a wider development context, which can also be applied in the education sector, these include:

- i. collecting and analysing information;
- ii. defining priorities and setting goals;
- iii. assessing available resources;
- iv. deciding on and planning resources;
- v. designing strategies to implement these programs and dividing responsibilities among participants;
- vi. managing programs; monitoring progress of the programs; and
- vii. evaluating results and impacts.

According to Shaeffer (1994) in Adam (2005), involvement in education can only be effective when participants involved in every stage of a project. Involvement is basically about achievement of goals through mobilization of “resources” within social environment (Teye, 2012).

According to Parry et al (1992) in Adam (2005) the concept of community involvement can better be appreciated through communitarian theory of involvement a social philosophy theory which emphasized that involvement leads to achievement of share responsibility. Therefore, every person within a community should participates in community projects to achieve the principles of communitarianism. Moreover, communitarian theory is in consonants with the theory of democracy which states that participation in a community project is a civic responsibility and encourages members in a community to identify themselves as part of the community to boost involvement.



These two major theories about involvement are in conflict with the theory of communitarian liberalism which emphasises on individualism rather than share responsibilities. In a nutshell, involvement in education is whatever an individual contributes towards achievement of goals and objectives of education.

### **2.2.2 Nature of Parental and Community Involvement in Schools in Ghana**

According to Adam (2005), parents and communities' involvement in schools in Ghana can be put into three dimensions such as:

**Traditional participation:** This form of involvement can be described as informal type of involvement which is not well organised and participants have little knowledge about the benefits of involvement. The parents and communities' principal objective in this mode of involvement is pivoted on how to establish schools and nothing else. The traditional involvement seems to be less focused on aims and objectives of education which is based on the principles of acquisition of skills, knowledge, values and attitude to live and to be lived with. Education also enables people to read and follow instructions, to protect ones' physical, social and political environment as well as knowledge of creativity. Rather, the main focus of traditional involvement is availing land, providing storage facilities and attending PTA/SMC meetings. Infrastructural developments, fund raising, provision of accommodation, helping the school are also the major features of traditional involvement.

**Shifting Forms of Involvement:** Shifting Forms of involvement is highly structured in such a way that the duties and responsibilities of individuals are spelt out clearly. It is the western or foreign ideas of involvement which have been introduced into Ghana





from other countries. Based on the literature discussed in chapter one, similar information has been obtained about Shifting Forms of Involvement. Shifting Forms of Involvement can improve standard and quality of education (Wanke, 2008). The Ministry of Education (2010) also emphasised on the Shifting Forms of Involvement as key indicator to the quality of schooling in the various communities. The shifting forms of involvement of parents and communities should include:

- (i) managing of schools through representations on the SMCs;
- (ii) designing curriculum;
- (iii) serving as resource persons to teach about some culture-oriented themes;
- (iv) protecting and maintaining school property;
- (v) supervising and monitoring pupils` attendance at school;
- (vi) increasing pupils` access to basic education through enrolment drives;
- (vii) motivating teachers to improve their effectiveness; and
- (viii) supervising pupils` studies at home.

### **2.2.3 Modes of Involvement Parental and Community Involvement in Schools**

Parental and community involvement in schools has been widely reorganised in both developing countries and developed countries. According to Adam (2005), some of the methods and strategies put in place to enhance involvement in Ghanaian schools are: Parent Teacher Associations (PTAs), School Management Committees (SMCs) and District Education Oversight Committees (DEOCs).



#### **2.2.4 Parent Teacher Association (PTA)**

The PTA is one of the notable associations that have been instrumental in parental and community involvement in education in Ghana. PTA stands for both parents and teachers association in Ghana's schools. The PTA has variable composition in schools. Some schools have six members, while others have nine members. The membership of PTA cannot be chosen without the concern of all parents and guardians who have their wards in a school. Uemura (1999) states that PTAs has very important role to play in school activities as well as ensuring that both teachers and students are always present in schools.

A school is a small unit of society that contributes to the development of the society. The major focus of PTA, SMC and the school administration is to engaged in a partnership that will achieve the aims and objectives of the school. Parents are so concerned about their children schooling and regard their children as future investment, hence do not want to lose their investment as assets which motivate them to show much concern in their children education. Parents and community are usually not worried about their involvement, but their children's educational development. Parents who do not show any interest in their children's education are either having a story to tell about how a particular school failed them or they are ignorant of the benefit of education.

The main aims and objectives of the PTA include:

- ensuring that there is collaboration between families, schools and communities to promote quality education;
- fostering unity between the home, the school and the community; and



- mobilising resources to help the school in the provision of infrastructure, TLMs and other minor repairs in the school; and
- involving in decision making and curriculum designing in order to enhance representation of the voice of parents.

### **2.2.5 School Management Committee (SMC)**

School Management Committee had been established alongside with PTAs in Ghana. The SMCs represent the parents at the local level. The SMCs serve as a medium for parental involvement which is mandatory for every school in Ghana. The Ministry of Education expects all schools in Ghana to put in place the SMCs to help in its management. According to Adam (2005), the need for SMCs in schools started in 1995. The basic requirement for every school today is existence of SMC in the school. In view of this, the importance of SMCs in school cannot be overemphasised because it is seen as an element that can bring about effective management of schools.

Addae-Boahene and Akorful (1999:9) in Adam (2005) have outlined the composition of the SMC as follows:

- i. the District Director of Education or his/her representative;
- ii. the Head teacher or headmistress of the school;
- iii. district Assembly Representative (usually Assembly person of the school area);
- iv. representative appointed by an Educational Unit if the school is affiliated to a religious body;
- v. representative appointed by the chief of the town/village;



- vi. two members appointed by the teaching staff; one from the primary and one from the JHS;
- vii. a representative of the Old Students Association;
- viii. a representative of the PTA, and
- ix. any co-opted members to perform special functions (optional).

### **2.2.6 Powers and Functions of the SMC**

The establishment of SMCs in school has become a major medium for parental involvement in school management at the community level. The SMCs have been formalised in Ghana with clearly spelled out duties and responsibilities.

Addae-Boahene and Akorful (1999) in Adam (2005), identify some of the duties and responsibilities of SMCs:

**Formulation of School Based Policy:** the SMC of a school has the right to design and implement local policies that they deem necessary and to conform to their local culture and values of the community to help in the smooth running of a school. For instance, the SMC in a Muslim dominant community may decide that the time schedule for schools to close at 2pm to be reduced to 12noon to provide room for Jumna prayers on Fridays. The Ministry of Education has legitimate power for SMCs in every school to initiate local policies that will be acceptable to the people of the community and can help improve standards and quality of education.

**School Development:** SMCs can mobilise resources to develop a school with the help of PTA. To improve efficiency of the school management in education delivery, emphasis is much placed on the SMCs to be responsible for local management of



students, teachers and the school as a whole. The SMCs shall help the school to manage the various resources such as human, capital and material resources to enhance school development.

**School finance:** the SMCs shall mobilise capital resources to help the school for the purchase of material needs of the school to facilitate the smooth running of the school.

**School administration:** the SMCs are expected to be deeply involved in the school administration.

### **2.2.7 District Education Oversight Committees (DEOCs)**

Adam (2005) observes that involvement in schools in Ghana does not rely in the hands of the PTAs and SMCs only, but a shared responsibility of other associations and committees. The DEOC is made up of the following stakeholders in the district:

1. The District Chief Executive-Chairman
2. The District Director of Education
3. The District Director of Health
4. The District Inspector of Schools
5. The District Social Welfare Officer
6. Two representatives of the District Assembly nominated by the Assembly of whom one shall be a woman
7. One representative of traditional rulers in the District
8. One representative each of the Christian and Muslim groups
9. One representative of the Ghana national Association of Teachers (GNAT) in the District



10. One representative of the District PTA and

11. One woman identified generally with social development in the District.

According to Adam (2005), the DEOCs have been established at the district level and are to be concerned with, and oversee:

- Conditions of school buildings and other infrastructural requirements of schools
- the provision of teachers and the regular and punctual attendance of teachers and pupils at the schools
- the proper performance of duties by staff at the school
- the moral behavior of staff and pupils and matters relating to general discipline
- Complaints to or from teachers, non-teaching staff and pupils
- environmental cleanliness of schools and facilities therein
- the supply of textbooks and other teaching materials; and
- District Assemblies` Common Fund-allocation to education.

### **2.2.8 Parental and Community Involvement in School Management**

The concept of parental and community involvement is multidimensional and has no universal definition that qualifies it, as the concept of involvement varies widely by authors context.

### **2.2.9 Parental Involvement in School Management**

Parental involvement in school is defined as the presence of parents in school to offer their support in communal labour, SMCs or PTAs meetings, school governance and all other activities as well as paying visit to school staffs (Trends, 2013). Stein (2009)



expressed that parental involvement is basically the contribution of parents to the welfare of teachers and not any other matters related to education. Parental involvement in school is the zeal of parents to contribute regularly in the school to ensure that their children received quality education to the highest level of their education (Stanton Elementary School, 2013). Hill et al. (2004) in Nancy and Diana (2009, P.2) add to the definition by expressing that parental involvement in education is “parents’ interactions with schools and with their children to promote academic success”. Dookie (2013) sees parental involvement as teachers involving parents in teaching and learning activities in the school.

#### **2.2.10 Community Involvement in School Management**

The role of community in education cannot be over emphasised. It is social responsibility of a community to take part in schools within their environs (Uemura, 1999). Due to the complex nature of education, quality education requires contributions from all stakeholders to make it complete. No one in a community can claim of educating an individual without the support of other people in the community. The most important areas that community's efforts require include: “research and data collection; dialogue with policymakers; school management; curriculum design; development of learning materials; and school construction” (Uemura, 1999, p.4).

Teye (2012) states that community involvement in education is a symbiotic relationship between the community and the school whereby the community contributes in building the school to serves as an instrument for developing the community. But, Fenster in Brohman (1996) cited in Teye (2012) stated contrary to this definition and refers



community involvement as community initiative but not natural occurrence. Uemura (1999) identifies three different types of relationships between community and education, which is particularly prominent in the field of education. There are:

**Traditional community-based education:** This is a situation where the community provides informal education for their children to help them acquire knowledge, skills and positive attitudes to live successfully in the community. It is less dependent on government and more dependent on the community.

**Government-provided education:** This type of model puts government at the centre of education. The government plays major role in formulation and implementation of educational policies. The community passively involved by availing their children to receive the education.

**The collaborative model:** The collaborative model is a shared responsibility between the government and the community in the provision of education. The communities help in providing capital, human and material resources to support government in the provision of quality and standard education for their children.

According to Cilliers, Kasirye, Leaver, Serneels and Zeitlin (2013), parents and communities' involvement in monitoring and supervision of teachers has potential of improving teacher attendance if there is motivation for teachers. They state that parents and communities partnership with the head teacher alone is the best way which parents and communities can reduce teacher absenteeism in school.

Parents monitor teachers more reliably than any other monitors but any monitor can present untrue report on teacher attendance. They added that involvement of parents and





communities in monitoring teacher attendance is cheaper and convenient. They can also play a significant role by auditing the monitoring activity of head teachers in schools.

Community involvement in education in this study is defined to mean the community involvement in the decision-making process, management, governance or running of a school. That is the level to which parents and other identifiable community groups contribute towards creating conducive environment for efficient and effective teaching and learning.

### **2.2.11 The Concepts and Definitions of Parental Involvement in School.**

Although there are numerous definitions of parental participation that highlight the activities that a parent is supposed to carry out in the school to justify his or her involvement, they fail to estimate how the involvement can benefit the school in terms of teacher performance. For instance, Trends (2013) defined parental participation as the presence of parents in school to offer their support in communal labour, SMCs or PTAs meetings, school governance and all other activities as well as paying visit to school staffs. The definition covers activities that might be regarded as positive from Trends perspective but a parent can attend school meeting, volunteering, visiting regular or being a member of school executives which do not go a long way to monitor a teacher attendance. The concept sees parents as passive participants in monitoring and supervising in education. The major criticism of this definition is that it is narrow as it underestimates the role of parents, especially for monitoring of teachers and school's decision making in terms of resource allocation to the various components of the school. Quality of education can be improved if schools are able to implement resource



allocation according to local conditions and are accountable to parents and communities through parental and community participation (Uemura, 1999). Hill et al. (2004) in Nancy and Diana (2009) add to the definition by expressing that parental involvement in education is essential efforts that parents make in communicating with teachers and their wards to enhance quality education.

Apart from this, Stein (2009) defined parent involvement as the support that teachers receive from parents to aid in their lessons delivery as well as general welfare of teachers and not any other activity that does not focus on a teacher. This definition is basically about parents' contribution towards motivation of teachers, but most of the private schools in Ghana have the least motivation in terms of remuneration. Nevertheless' the private school's teachers within the study district are more committed and usually produce better results in BECE because their proprietors are strict in monitoring and supervision.

#### **2.2.12 The Concepts and Definitions of Community involvement in School**

Different authors have expressed their views about the concept of community involvement. Cilliers et al. (2013) explain that parents and communities involvement in monitoring and supervision of teachers has potential of improving teacher attendance. They state that parents and community partnership with the head teacher alone is the best way which parents and communities can reduce teacher absenteeism. It is reliable way of monitoring teachers. They add that involvement of parents and communities in monitoring teacher attendance is cheaper and convenient. They can also play a significant role by auditing the monitoring activity of head teachers in schools.



The Cilliers et al. (2013) explanation has the advantage of theoretically capturing all work that parents and communities do to improve teacher attendance. However, it is of limited value for an analysis of the monitoring and supervision with other stakeholders. Moreover, Paul in Brohman (1996) and Bamberger (1988) in Teye (2012) stated that community involvement is symbiotic relationship between the community and the school whereby the community contributes in building the school to serve as an instrument of developing the community. This definition does not specify the activities that community will engage in terms of involvement in education. Again, puts little emphasis on the teacher's commitment which is central to the child's education because without teachers in school, the school cannot provide any meaningful education.

### **2.2.13 Operational Definition**

For the purpose of this study, parental and community involvement in school is defined as active participation of parents and communities in day- to- day decision making and management of school to make the school more effective to achieve educational goal and expectations of the community.

The Educational Act (Act 778) provides opportunity to establish a “well-balanced” system of stakeholders with experience in education (Agyemang & Jane, 2013, p. 12). The implementation of the Act identifies SMCs and PTAs as mouth piece of every community in public basic schools to monitor and supervise attendance of both teachers and students to school and classes. It is expected that every parent and family should actively participate in schools located in their various communities to provide quality



education. The target group for the survey, therefore, comprised all parents, families and community leaders' involvement in basic public schools.

#### **2.2.14 Structure of Education and Parental Involvement in Ghanaian schools**

There are three main stages which constitute basic education in Ghana. The basic education includes: Early childhood care or education, Primary school level education and Junior High School education. Early childhood education or pre-school forms foundation and Junior High School education last stage of basic school. The degree or level of parental and community involvement in education decreases with increase in educational ladder. Currently, the educational framework of Ghana is 6-3-3-4 (Adam, 2005). The implication is that the country now has 6 years of primary school education, 3 years of junior secondary-school education, 3 years of senior secondary school education and a minimum of 4 years of tertiary education. The policy of Free Compulsory Universal Basic Education (FCUBE) has guaranteed fee-free for basic education. Every child in Ghana is entitled to fee-free pre-school, six years primary school and three years junior secondary school education which are compulsory for Ghanaian child of school age (Asante, 2011). This programme was launched in October 1996 in response to the weaknesses in the implementation of the earlier reforms and other concerns about educational quality.

According to Adam (2005), the goals of the FCUBE can only be realised when every stakeholder in education plays their roles effectively. The focused of the FCUBE was to mobilise the local authorities to join hands with government to attain the target of the FCUBE. Henderson and Mapp (2002), low participation in child's education by



families, parents, homes and communities will be a critical challenge to quality education and educational development is unlikely to happen.

### **2.2.15 Level of Parental and Community Involvement in Schools Management**

In Ghana, parents and communities participate in schools in the form of representative groups. The most notable groups include PTAs and SMCs which are in partnership with the government and tied to educational sector to enhance quality educational delivery. They are constituted by parents and community members to analyse the situation of the educational sector and to propose necessary changes. These associations are mandatory to be put in place in every school in Ghana. In the formation and implementation of FCUBE policy in 1996, the government invested legitimate authority in the parents, school communities and other stakeholders to ensure shared “roles and responsibilities” in school's management (Akyeampong, 2004). The PTAs and SMCs in schools are usually established on the bases of law or local arrangement. The composition of PTAs and SMCs include staffs of the schools, the head teachers, parents, community members, opinion leaders, NGOs and local political representative. The major role of PTAs and SMCs is to participate effectively in day -to- day happening in schools in terms of overall development process and informed decision making. Parents and community members have the right to engage in any partnerships in education with the government if fruitful to education development. In the educational sector, there has been a growing trend of parental and community involvement for improved service delivery in the form of School Management Committee (SMCs) as well as other forms of partnerships such as Parent-Teacher Association (PTAs) in public sector to improve education quality and



standards. Today, involvement is not simply seen as mere presence in meetings, but more active role in decision-making processes to influence learning opportunities, quality of learning facilities and learning outcomes.

Globally, the core principle of School Management Committees (SMCs) and Parent-Teacher Association PTAs has become an instrument for achieving intended objectives of all schools. The concept of School Performance Appraisal Meetings (SPAM) in some countries has been extended to a large scope in which parents and communities are directly involved in hiring and payment of teachers (Adam, 2005). The issue of accountability is the sole objective of the formation of SPAM in Ghana Education Service. A teacher at the end of the day in the classroom is expected to account for his children's performance to the parents and community at large in order to enhance transparency and hard work among teachers. The SMCs and PTAs are thus the local governance platform to manage local decision-making for the effective running of the schools. For SMCs and Local governance groups to be effective at the school level and to ensure that their rights are not unilaterally withdrawn, they need to know the steps for their organisational formation, their basis for local and legal support, responsibilities and authorities.

#### **2.2.16 Involving in Curriculum Designing and Implementation**

A good school curriculum is a curriculum which is focused on the intellectual and social development of a child (Mufanechiya, 2015). Parents and communities expect the schools to provide the kind of education that will make their children responsible citizens to live with people in the community and the nation as a whole. The culture,



traditions, customs, norms and other moral values make an individual to live with other people in the society. Social values can only be included in school curriculum when stakeholders in education within the local level are properly consulted. People without formal education usually receive home education which will help them to live effectively in the community. Children who have access to formal education also need to combine the home education and formal education to enable them live with those without formal education. According to Uemura (1999, p.12.),

“In Papua New Guinea, community schools set the goal to link the culture of the pupils’ home community with the culture of the school. Accordingly, the schools consider the community as the center of learning as well as the focus of education. As a result, the community schools have become central to the national curriculum development which enables community life, such as festivals, customs, musical instruments, and local business activities, to be reflected in the curriculum”.

### **2.2.17 Joint Aims and Objectives of SMCs/PTAs in School Involvement**

The Parents Teachers Associations or School Management Committees work on a non-profit basis for improving the quality and access to education in the community. According to Carter (2002), the importance of the roles of a parent and home cannot be compared to any other stakeholder or institution in a child's educational development. In Ghana, the major reason for establishment of SMCs and PTAs was to provide effective non-partisan representation for parents, teachers and communities in school management. Adam (2005) identified three major aims and objectives of PTA which include:

- i. fostering positive relationships or partnership between the school and families and the government in order to improve quality of education;
- ii. enforcing unity between the home, the school, and the community; and



- iii. contributing in both material and capital resources to address infrastructural and other problems in the school.

### **2.2.18 Joint Functions of SMCs and PTAs in School Participation**

According to the Longmans' dictionary, function is the work an individual does. The PTAs and SMCs have a lot of functions in education. These include:

- i. To improve the education quality. Communicate and cooperate to support the plans of the school community in order to increase the quality of education and success of the students.
- ii. To involve in internal governance and management of the school. Support the school in planning, resource mobilisation, policy formulation, financial management and reporting as well as decision making, to increase the quality of education.
- iii. To participate in the organisation of school activities such as of music, theatre, sports, art, field trips and fairs etc.
- iv. To advocate with Authorities. Communicate with educational managers; negotiating on education needs for various age groups, reforms, taking action for change etc.
- v. To participate and support celebratory days such as speech and prize in the school (Attrams, 2015).





### **2.2.19 Supporting Female Schooling**

The importance of girl child education cannot be underestimated in our societies. Females are usually vulnerable and require support to be able to pursue their education to the highest level. Uemura (1999) states that parental and community involvement in schools can improve girl child education. He adds that female education is a roadmap to improving human resource and livelihood of women in our societies. Girl child education is one of the most efficient instruments for poverty eradication and women emancipation (Andrew & Etumabo, 2016). There are so many reasons why some parents do not support girl child education. The reasons may include: poverty, mass illiteracy, child wastages, safety, large scale ignorance, using girls as a source of workforce for the family and lack of educational facilities in the community. Parents and communities' participation in schools could help to make some of the female students comfortable when female parents who are also educated are found among them. This also gives moral support to the female students to adhere to a common saying that whatever males can do, females can do it better. Furthermore, in places where communities are not interested in female education, opinion leaders or religious leaders who are respected by community members can convince them to send their girls to schools, if the dialogue with these respected people takes place.

### **2.2.20 Mobilising Local Resources**

Education has become one of the topmost priorities of every central government in a country; nevertheless, there is the need for collective responsibilities between the government and the local communities in terms of resourcing education. Uemura (1999,



p.4) expresses that in terms of resources mobilisation all “governments have found themselves incompetent to do so because of lack of resources and capacities. Teaching and Learning materials as well as human resources are limited everywhere, particularly in developing countries”. Parents and communities can help in mobilising limited human resources, material resources, financial resources or any other resources that is available at the local level and beneficial to the schools within the communities. Parents and communities can play effective role in human resource management by helping in appraisal and evaluation of teacher’s performance to prevent truancy and ensure that teachers are regular in class or provide unskilled labour in the school. Parents and communities can also contribute financial to school to provide teaching and learning materials (TLMs), motivation for teachers as well as teachers who are not on salary and others such as financing micro projects in the school.

### **2.2.21 Challenges in Parental and Community Involvement**

In involvement, people of different classes, tribes, views, languages and sometimes people from different communities with different cultural backgrounds come together to interact. Also, in involvement different institutions and stakeholders join hands to ensure that management and governance of a school goes on smoothly. The institutions and the stakeholders may have individual problems that directly or indirectly affect their level of participation in educational delivery. Uemura (1999) states that the ideas and thinking of individual members of representative groups in educational sector cannot be the same because of the influence of the factors such as material goods, gender, adulthood, traditions, communication barriers, ethnicity and wealth.



Dependency is one of the major challenges of parental and community involvement among the various associations such as PTAs and SMCs. In critical observation in the study area, the PTAs and SMCs which are representative groups of parents and communities are totally dependent on the schools and have no autonomic decision. This dependency may hinder certain duties and responsibilities such as monitoring and supervising because the schools will not be willing to invite them to monitor and supervise their work. For instance, PTAs and SMCs meetings in the study area are usually organised by the schools. The schools decide on whether to organise the meetings for the PTAs and SMCs or not and if the schools do not organise meetings for them, there will not be any PTA or SMC meeting in the schools.

Teye (2012) observed that the following practices below are likely to affect parental and community participation in schools. These include: failure to allow democracy in participation; partisanship in school governance; societal values; difference in mother tongue; lack of information and communication skills; loss of interest and hope. The rest are low knowledge about parental and community involvement; negative perception that schools are owned by government and community has no hand in school management; modernisation and frequent educational reforms; lack of education and poor economic conditions; ethnicity and parallel cultures.

Uemura (1999) attributes the challenges of parental and community involvement to the conditions that prevail in a particular community. He said less endowed communities usually do not show much interest in terms of participation in their children's education. He identifies the various characteristics of those communities as follows:

- i. ignorance or low awareness of importance of education in human development;



- ii. failure of the schools to meet the expectations and aspirations of the people and the societies;
- iii. notion that schooling is a sole responsibility of central government;
- iv. perception that education is a waste of resources and takes long period of time for one to achieve in life and
- v. High illiteracy rate of the people within the community.

There are different ways of how an individual can address pressing issues that confront educational institutions. Every educational institution in the country is established on the bases of providing meaningful training and instructions for the citizens of the country. The issues that the parents, teachers and communities usually confront are high lighted below:

#### **2.2.22 Teachers**

European Network of Education (2010) states that all stakeholders in educational sector have different views on school governance or management and how to contribute in improving community involvement in schools which sometimes generates conflict of interest among them. Teachers in the various communities are seen as role models and therefore may not like other stakeholders in education especially parents and community members who are illiterates to monitor or supervise them. They think this will make the parents look superior to them which is a threat to their dignity in the communities. This struggle contradicts the role of teachers as medium of promoting effective parental and community involvement in schools (Uemura, 1999). He said in the “El Salvador’s EDUCO project” parents were assigned the role of supervising teachers which make



teachers doubt their proficiency in education. Because teachers normally see most of the parents to be below them in terms of ranks in education and feel that they are not qualified to supervise them.

### **2.2.23 Parents and Communities**

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

Pena (1995) in Uemura (1999) said the World Bank study of social assessment on EDUCO, community managed-schools in El Salvador, discovered that most of the community members understood the goals and objectives of the schools and developed mutual relationship with staffs but rather doubt the government commitment in providing quality education. The accessibility and cost of schooling make community members to have reservation of the ability of the government to continue with the shared responsibility without quitting. Furthermore, due to high illiteracy rate among parents, there are always comparisons between formal and informal education which normally



make it difficult to specify their duties and responsibilities from that of teachers hence works independently.

#### **2.2.24 Influences of Parental and Community Involvement on Teacher Attendance**

Although parental and community participation has numerous potential benefits to schools, individual communities need to prepare to be able to participate more effectively in education. Every community has distinctive and complex educational problems that need peculiar approach with regard to the community. The approaches those are critical for the development of effective school, family and community partnerships are:

#### **2.2.25 Knowing the Life Style of the People and Teachers within Community**

Communities are made up of people of different primary socialisation and require resocialisation at participation level. According to Ayertey (2010), resocialisation is the process of acquiring innovative skills which might be contrary to home socialisation but help to adjust individual to fit well in their social groups. Societies are usually heterogeneous and require very careful interventions to solve their problems (Uemura, 1999). A lot of the countries have reorganised unions and associations as representative groups in educational sector for the purpose of enhancing parental and community involvement in education in order to improve the attitude of the teachers. Most of the associations usually extend their membership to workers of educational institutions for efficient and effective partnership in education. The teacher's attitude can be improved if



stakeholders in education understand the nature of community and give the teacher respect.

### **2.2.26 Ensuring Effective Communication**

Rutherford, Anderson and Billig (1995, P.3.) observe that “communication is the primary building block that takes into account the involvement of all participants”. Communication is a medium in which facts, opinions, ideas, concepts and individual feelings are transmitted. Sending and receiving information is an element that builds strong relationship and partnership in school setting (Sherwyn, Michael & Judy, 2000). Effective communication is a tool for effective involvement in education (UNESCO, 1999). Thus communication is used for organising PTA/SMC meetings, communication is used for decision making and communication is used for consultation just to mention a few which means that every aspect of involvement involve communication.

Communication can become efficient and effective when certain important measures such as “social marketing campaign and an awareness campaign” are taken (Uemura, 1999, p.13). These measures have potentials of improving and enhancing effective communication for advancing effective involvement and teacher attendance in education. One of the major benefits of the campaign is to enlighten all the stakeholders in education to appreciate the need for every school to promote Community-School Partnerships that will increase parental and community involvement in schools. If this campaign is carried out effectively, parents and communities can become multiple active participants in both the schools and the campaign.



### **2.2.27 Evaluating Achievement of Parental and Community Involvement**

It is necessary to conduct an impact evaluation of every activity undertaken by parents and community members to determine how parents and communities are effectively involved in schools (Dookie, 2013). With regard to the technological advancement and modernisation, all human, material, capital and other resources required for effective involvement need to be carefully planned to meet contemporary expectations of the communities. Quality education can be achieved through frequent evaluation of the level in which parents and communities participate in decision making and implementation of educational programmes. Uemura (1999) further clarifies that impact evaluation of parental and community participation in schools enhances democracy which improves involvement in education.

### **2.2.28 Activities of Parents and Communities that Influence Teacher Attendance**

Many works of literature had underscored the magnitude of the importance of parents and community involvement in education. The work of Uemura (1999) had spelled out the numerous benefits that can be derived from community and parental involvement in schools as illustrated below:

- i. improving teachers' attitude towards their work;
- ii. mobilising financial resource for educational institutions;
- iii. making sure that people report early to school;
- iv. carrying out minor repairs in educational institutions;
- v. providing skilled and unskilled labour to schools;
- vi. lobbying for schools;





- vii. taking part in hiring staffs as well as ensuring general welfare of staffs;
- viii. ensuring punctuality and regularity of tutors in class;
- ix. ensuring presence of PTAs and SMCs in educational institutions;
- x. having in-depth knowledge of about teaching and learning;
- xi. helping in socialisation of students;
- xii. monitoring child learning at home;
- xiii. helping the schools in “resource” mobilisation;
- xiv. campaigning for increasing female enrolment;
- xv. contributing in providing accommodation for staffs;
- xvi. taking part in annual planning for the schools e.g. drawing of school's timetable;
- xvii. helping in managing the school funds;
- xviii. enhancing quality education in by helping to improve children performance and
- xix. feeding children with balance diet to prevent malnutrition among children in order to enhance their academic performance.

### **2.2.29 Contributions of Parents and Communities to Teachers**

The positive impact of parental and community involvement in education had been reorganised since after independence in 1957. A teacher may be seen as a driver of a school because without a teacher a school may exist as a building, but not an agent of education, just like how a vehicle without a driver cannot move. Therefore, an attempt to improve the quality of our educational system, our focus should be on the teacher motivation. Motivation is a situation in which an individual does a work voluntarily without any pressure on him or her (Logman, 2005). Parents and communities have

some roles to play to make teachers comfortable at their workplace. Even though the salary of teachers is the first source of their motivation, they still need support such as accommodation for non-residents teachers, providing food for teachers, respect to teachers, visiting teacher at home and so on.

Also, Uemura (1999) explained that parents and community members can play very active role in teaching and learning in the classroom by teaching the pupils their cultural heritage such as norms, dresses, artifacts, music and dance, customs and oral traditions of the community. Pupils usually understand better when the medium of communication in teaching is done in their local dialect. Parents and community members can help teachers to prepare teaching and learning materials.

Parental and community participation in schools is not only the physical presence in the school but its affirmative impact on school infrastructure and attitude of teaching staffs in the school. Parental and community participation can contribute to improve school academic performance, regularity of teachers in school, lesson delivery in school, child school achievement, parent-teacher relationship, school community relationship and improves the integrity of teaching as profession (Momina, Stephen & Mundy, 2014).

Parents and communities' attention should be drawn to their duties and responsibilities in education. The roles of parents and communities in education had been abandoned consequently teacher irregularities in educational sector. Community members should take key interest in assessing and evaluating what teacher does in the schools to put teachers on their toes in order to improve qualities and standards of education.



### **2.2.30 Improving Parental and Community involvement in School**

The reason of any kind of activity that attempts to involve community and families/parents and NGOs in education is to improve the educational delivery so that more children learn better and prepare well for the changing world. Teacher alone is not a panacea to child's education (Muhammad Nasir<sup>1</sup>, 2013). Parents and communities' involvement in school have positive impact on child learning and school performance in quality delivery of education. The previous studies had identified some of the duties and responsibilities of parents and communities in education: These include:

### **2.2.31 Finding Solution for School Problems**

There is no human institution that is void of problems. A school as one of the social institutions has peculiar problems that need to be tackled before it can deliver quality education to our children. Parents and school communities as stakeholders in education can investigate into a school problem and find solution to it. For instance, World Bank (1995a) cited in Uemura (1999), the policy of “Participatory Rural Appraisal (PRA)” was formed and implemented in Gambia to serve as a tool for solving schools' problems at the local level p.5. The principal objective of PRA was to investigate the causes of low attendance of girls to school and device a local way of finding solution to the problem. The PRA discovered that the causes of girls' poor attendance to school include:

- i. lack of accessibility to middle school's education in Gambia;
- ii. Poverty or financial constrains;
- iii. early marriage among the teenage girls;



- iv. high moral decadence among the youth in Gambia as a result of unstable matrimonial homes; and
- v. and lack of parental understanding of the importance of girl child education.

A “Community Action Plan” was undertaken which involved all educated and uneducated people in the community to find solution to low attendance of girls to school in Gambia.

### **2.2.32 Building Strong Cordial Relationship between the School and the Community**

Cordial relationship between the school and the school community can enhance quality education (Sa’ad & Sadiq, 2014). The elders in the various localities can participate in teaching and learning in the classroom to enable them share societal values deemed important to the moral upbringing of their children in the society when there is cordial relationship between the school and the community. The strong link between the school and the school environs can facilitate mobilisation of local resource to solve school problems. One of the most important role parents and communities should play is to build strong cordial relationship between schools and the communities (Uemura, 1999). According to Uemura (1999), the strategies below could help in building cordial relationship between the school and the school communities:

- i. raising more interest between the school institution and members of the community;
- ii. harmonising formal education delivery and informal education delivery in societies;



- iii. playing vital role in school enrolment by ensuring that children understand the importance of education before receiving formal education;
- iv. helping in learning at home; and
- v. providing effective orientation for new comers in schools.

### **2.2.33 Assessing the Strengths and Weaknesses of the Stakeholders**

It is incumbent to examine the socio-economic conditions, the livelihood and educational status of the people and stakeholders within the school community. The strength and weakness of the parents and community members are directly or indirectly influenced by the above factors consequently the level of community involvement in school as early indicated by (Uemura, 1999). Uemura (1999) states that less endowed communities usually do not show much interest in terms of participation in their children's education. It necessary to determine the strengths and weaknesses of the school community to ascertain the life style and needs of the community before putting strategies to achieve successful school involvement (WHO, 2002). In assessing the strength and weakness the main focus should include "institutional capability, technical capability, financial capability, and political capability" (dos Santos, 1999, as cited in Uemura, 1999, p.12). He said involvement in school goes with certain responsibilities which parents and partners should be able to fulfill. Some of the key responsibilities include their ability to:

- i. manage school capital resources effectively;
- ii. efficiently contribute to the school governance;



- iii. establish “political” atmosphere to coordinate other stakeholders to run the school effectively;
- iv. accommodate and involve other stakeholders which is the role of staffs and teachers; and
- v. motivate participants to participate effectively which are the roles of other stakeholders such as government

### **2.2.34 Enhancing Democratic System**

Involvement goes with freedom of association and expression. According to World Vision (2003) cited in Masanyiwa and Kinyashi (2008) Parental and community involvement cannot be effective if individuals are not allowed to express their concern or take part in decision making. Involvement of stakeholders in any education institution will not be effective if there is no democracy (Uemura, 1999). Failure to abide by the principles of democracy makes certain individuals feel marginalised which lead to ineffective involvement. People coming together to contribute their ideas and work towards achievement of a goal are expected to be cooperated. Similarly, involvement is basically about achievement of goals through mobilisation of “resources” within social environment (Teye, 2012, p. 9). The goal is the most important element in both involvement and cooperation. Those who cooperate usually participate which the democracy can guarantee in involvement by allowing every parent’s voice to be heard and contribute in attempt to participate. According to Uemura (1999, P.7),

“Involving communities in schools is a way of reaching democracy through identifying and addressing inequities embedded in institutions and society as a whole. In addition, it is a strategy to create an environment in which parents feel comfortable participating in schools”.



### **2.2.35 Ensuring Transparency**

Transparency in education is the act of providing opportunity for the various stakeholders in education to understand or know about the status of service being rendered. For instance, a teacher should be able to give necessary information to parents about their children's academic progress in class. To be transparent to parents for their children performance, you ought to be accountable to the parents. Parental and community involvement can enhance accountability if parents are effectively represented in schools' decision making and management of schools. In Ghana, to make teachers accountable to the parents in order to ensure transparency in education, government as stakeholder in education proposed School Performance Appraisal Meeting (SPAM) in 1996 to provide forum for teachers to account the annual performance of their students to the parents. Uemura (1999) states that in some parts of the world such as Philippines, Kenya, Bangladesh, Pakistan, Colombia and Bolivia, teachers can only be held accountable to parents if parents are actively involved in education.

### **2.2.36 Improving Social Environment**

Parental and Community involvement in school is a medium of providing home education for illiterate parents to enlighten them about the importance of child education in our societies. According to Carter (2002, P.2) "Parent/family involvement at home has a more significant impact on children than parent/family involvement in school activities". Parents and communities play very vital role in the upbringing of a child as agents of education. The basic responsibilities of a family are to instill the culture,



values, norms and beliefs of the society to prepare the child to accept rules and regulations of the community as well as formal education. If these basic responsibilities are not carried out effectively, it may lead to deviant behaviour which will prevent the child from receiving formal education.

Apart from this, Uemura (1999) observed that child academic performance in class is dependent on his families in terms of the kind of meals or feeding the child receive at home. He said malnutrition can lead to low achievement in class due to poor mental development.

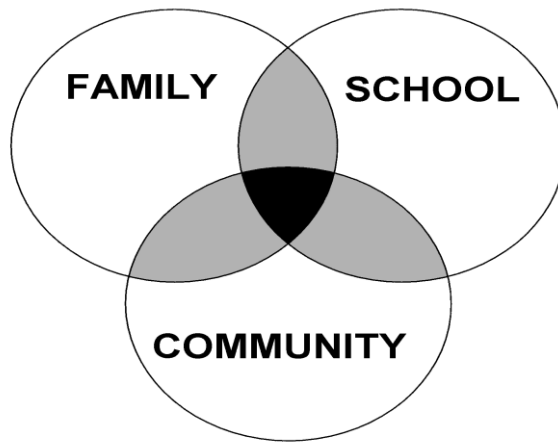
### **2.2.37 Theoretical Framework**

In designing and conducting a research, an analytical framework is required to provide a practical procedure for analysing the various variables for clearer understanding. For the systematic studying and understanding of the impact of parental and community involvement in school on teacher attendance, it is necessary to establish a framework in this section to understand the variables. Teacher attendance is here defined in relation to the presence of teacher during the working hours and punctuality to class to perform his or her duty of teaching and helping pupils in learning as well as carrying out extra-curricular activities. The variables analysed here, it is argued within the framework, depend very much on the forms and level of parental and community involvement in school. The analytic framework has three aspects: Community profile (or individual attributes and resources of communities), parental and community involvement in school and teacher attendance. That is how community profile and involvement affect teacher attendance. The study will put much emphasis on the theory of overlapping spheres of





influence propounded by (Epstein, 1987). The theory explains that there should be a paradigm shift in contemporary school system from separate responsibilities to shared responsibilities of institutions. In this theory, School, family and community's responsibilities in education should be transformed into overlapping responsibilities in terms of coordination, collaboration, cooperation, consultation and effective communication between the institutions. The theory describes school, family and community as three overlap spheres that have shared responsibility in child education.



**Figure 2.1: Theoretical Model of Overlapping Spheres of Influence of Family, School and Community.**

**Source: Epstein, 1996**

Epstein divided his external model of overlapping spheres of influence into four perspectives. These are:

- A: Time/Age/Grade Level
- B: Experience, Philosophy and Practices of Family
- C: Experience, Philosophy and Practices of School
- D: Experience, Philosophy and Practices of Community



Epstein stated that all the stakeholders in education such as the family, school, teachers, students and parents have intra and inter-personal relationship that affect each other.

The theory of overlapping spheres of influence spells out six ways of participation.

These are:

- “Parenting. Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families’ backgrounds, cultures, and goals for children.
- Communicating. Communicate with families about school programs and student progress. Create two-way communication channels between school and home.
- Volunteering. Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school.
- Learning at Home. Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks.
- Decision-making. Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organisations .
- Collaborating with the community, coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organisations, and colleges or universities. Enable all to contribute service to the community” (Epstein, 1996, p.12).

### **2.2.38 Lessons Learnt from the Literature**

In recent years, many works of literature such as studies conducted by Adam (2005) in Nanumba District and Teye (2012) in Yilo Krobo Municipality of Ghana on parental and community involvement in schools had stated clearly that the parental and community involvement in education has a greater potential in solving our schools problems but the major challenges are lack of collaboration, coordination, consultation and effective



communication between the various stakeholders in education leading to low parental and community involvement. Other factors also account for low parental and community participation in education and they include the following; ignorance or low awareness of importance of education in human development; failure of the schools to meet the expectations and aspirations of the people and the societies; notion that schooling is a sole responsibility of central government; perception that education is a waste of resources and takes long period of time for one to achieve in life and High illiteracy rate of the people within the communities. From the data reviewed, illiteracy has been a major determinant of parental and community involvement in education in Ghana and in most developing countries. The vast majority of the parents pay little attention to their children's schooling due to illiteracy. The problem in the developing world and Ghana in particular is more rural than urban. Some rural dwellers regard participation as waste of time and resources and little economic benefit. The parents and communities normally think that the hours spent in school's involvement should be used in economic activities.

Involvement of stakeholders in any education institution will not be effective if there is no democracy (Uemura, 1999). Parental and community involvement cannot be effective if individuals are not allowed to express their concern or take part in decision making.

Adult literacy education is one of the keys to improving parental and community participation in education. The non-formal education will help parents to read and understand the importance of participation in their children's education and make significant contribution to help the schools in order to improve the attendance of

teachers. This is because some of the teacher's absenteeism can be traced to lack of accommodation, low salaries, school buildings and TLMs which literate parents can contribute in providing them to reduce their irregularities. Therefore, in trying to find a solution to the problem, there is the need for a multifaceted approach taking into consideration the religious and cultural backgrounds of the people. It has also been realized that sensitization is key in improving participation in schools in Ghana, but access to sensitisation for all is faced with numerous challenges especially in the rural areas. Moreover, there is lack of infrastructural facilities and teachers in some of the rural areas and as a result some parents do not see the need of participating in their children schooling if at the end of the day the school does not make any difference in their lives. To deal with the problem of parental and community involvement, governments need to devote resources to education so that: teacher attendance is compulsory, of up-to-date and punctual, and is of little or no cost to the monitors and parents.

### **2.3 Conclusion**

This chapter two has reviewed existing literature on the impact of parental and community participation on teacher attendance in schools. The chapter also looked into the various theoretical issues related to participation, the level of parental and community involvement in schools, the challenges faced by parents and communities that hinder their involvement in schools, how parental and community involvement influence teacher attendance in schools and how parents and communities can be effectively involved to address the problems to its barest minimum.



## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter explains the profile of the northern region of Ghana, the research method and design that were adopted by the researcher for the study, the population of the study, sample and sampling techniques. The chapter also deals with the procedures for data collection, data collection instruments, data analysis, the profile of the study area and conclusion.

#### 3.2 Profile of the Northern Region of Ghana

##### 3.2.1 Population

The 2010 Population and Housing Census Report put the population of the region at 2,479,461. The males numbered (1,229,887) and females were (1,249,574) representing 49.6% and 50.4% respectively. The population growth rate of the region was 2.9 per annum. The population is predominantly rural with over 73% living in communities of population between 200-2000 people.

The working population with age ranging from 15-64 constitute 1,259,566 of the population with a percentage of 50.8% while the population of age <15>64 represents dependent population (1,219,895) with 40.2%. Population of age <15 shares 44.8% whereas aged is 4.4%. Comparatively, the working population of 50.8% and dependent population of 40.2% means that approximately every working person in the Northern region takes care of one other person. The implication of the dependency situation in the region is that working population is taking care of more children than of the aged.



The population between 15-19 years, which is the higher teenage group, constitutes between 8.0 and 10.6 per cent of the population. This is the age group sometimes treated as part of the working population, but in reality, are teenagers with all the problems and needs of the teenage and younger populations. Together with the population under 15 years, they constitute at least 54.0 per cent of the population in each district, and over 56.0 per cent, in eight districts with the exception of the Tamale municipality (51.4%) (Feigben, 2010). According to the 2010 Population and Housing Census Report, the region has a youthful population which is an indication that the region requires a lot social amenities and social interventions such as youth mobilization and employment creation to be able to sustain the teaming youths and reduce rural urban migration. The region experienced rapid growth in its population from 2000 to 2010 as the third fastest growing population regions in Ghana. Major ethnic groups in the region include Dagombas, Mamprusis, Gonjas, Nanumbas, Bimobas, Komkombas and Kusasis.

### **3.2.2 Geographical Location and Description**

The Northern Region, which occupies an area of about 70,383 square kilometres, is the largest region in Ghana, occupying approximately 30% of the total land mass of the country. It shares boundaries with the Upper East and the Upper West Regions to the north, the Brong-Ahafo and the Volta Regions to the south, and two neighbouring countries, the Republic of Togo to the east, and La Cote de' voire to the west. The land is mostly low lying except in the north-eastern corner with the Nakpanduri escarpment and along the western corridor. The region is drained by the Black and White Volta and their tributaries, Rivers Nasia and Daka.



The climate of the Northern Region is relatively dry, with a single rainy season that begins in May and ends in October. The amount of rainfall recorded annually varies between 750 mm and 1100 mm. The dry season starts in November and ends in March/April with maximum temperatures occurring towards the end of the dry season (March-April) and minimum temperatures in December and January.

The harmattan winds, which occur during the months of December to early February, have considerable effect on the temperatures in the region, which may vary between 14°C at night and 40°C during the day. Humidity, however, which is very low, mitigates the effect of the daytime heat. The rather harsh climatic condition makes the cerebrospinal meningitis thrive, almost to the point of endemic proportions, and adversely affects economic activity in the region (Feigben, 2010).

The main vegetation is classified as vast areas of grassland, interspersed with the guinea savannah woodland, characterised by drought-resistant trees such as the acacia, baobab, shea nut, dawadawa, mango, and neem.

### **3.2.3 Literacy**

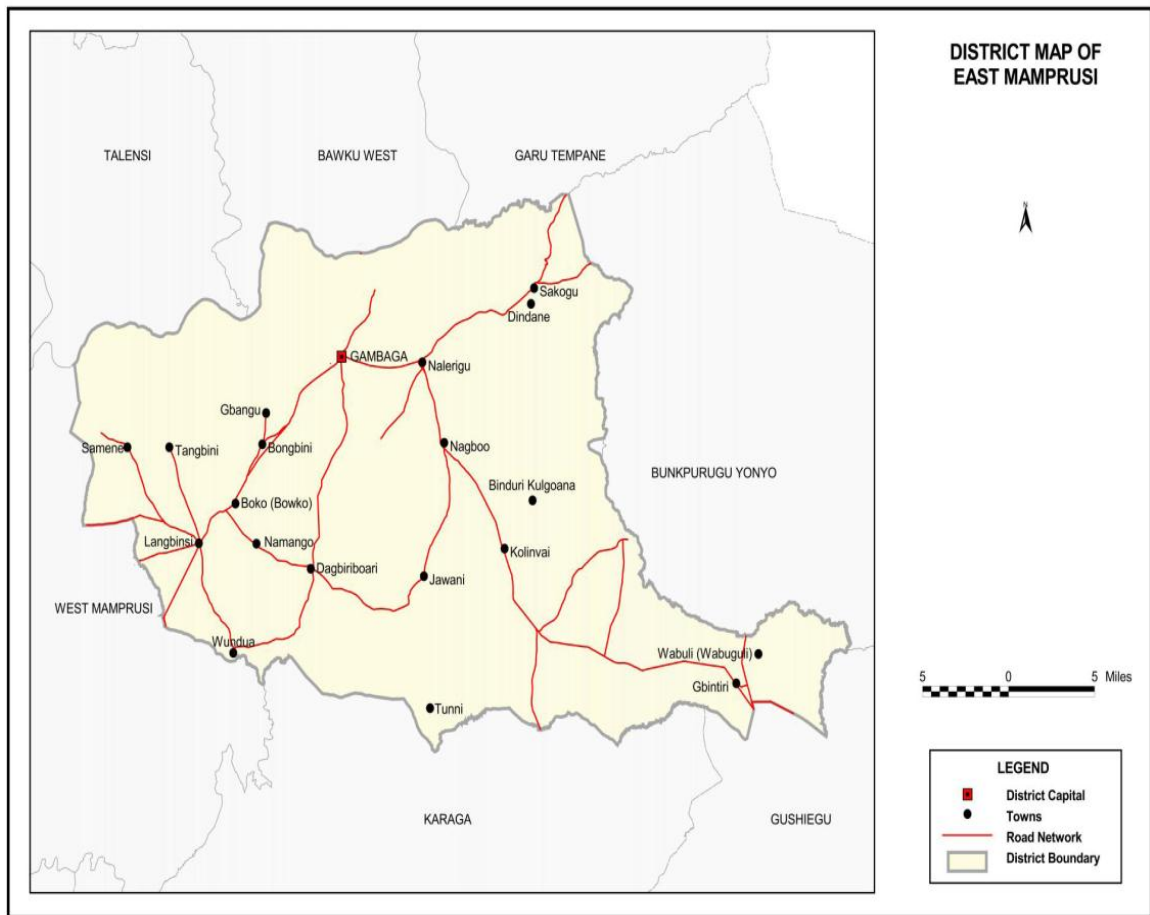
Illiteracy poses one of the greatest challenges to the socio-economic development of the Northern Region. According the PHC (2010) report, the region recorded an overall literacy rate of 4.9 percent against 95.1percent of illiteracy. The illiteracy of the region shows that illiteracy in the region is alarming. To a large extent, illiteracy and security have been coupled as the most serious problems of Northern Region. Among the youth (i.e. population aged between 11 – 19 years) Northern region has the lowest literacy rate of 0.5% compared to the national average of 21.9%.



### 3.3 Profile of East Mamprusi District

#### 3.3.1 Geographical Location and Size

The East Mamprusi district was established in 1776 in the Northern Region with its capital located in Gambaga. It is located in the extreme north eastern part of the region. It shares boundaries with the Talensi- Nabdam district, Bawku West and Garu-Tempene districts in the north, Gusheigu, Cheriponi, and Karaga districts in the south, Bunkpurugu and Yunyoo districts in the east and the west by West Mamprusi. The district has a land mass of 10,659sqkm, representing 2.4 percent of the total land mass of the region (Feigben, 2010).



**Figure 3.1: Map of East Mamprusi District (Study Area)**





### **3.3.2 Relief and Drainage**

The major relief feature in the district is the Gambaga escarpment, which marks the northern limits of the Volta sandstone basin. The scarp stretches from east to west and at Nakpanduri, the peak of the escarpment and its waterfalls present nature at its most beauty. It slopes gently southward into Saboba, Gusheigu, Cheriponi and Karaga districts (MOES & GES, 2005).

The White Volta, which enters the region in the northeast, is joined by the Red Volta near Gambaga. They are important drainage features in the district. The Nawonga and Moba rivers also drain the south-western part. The District lies in the interior woodland savannah belt and has common grass (Feigben, 2010).

### **3.3.3 Climate and Vegetation**

The vegetation of the district consists of interior woodland savannah belt and common grass vegetation with trees such as baobab, acacia, sheanuts and dawadawa trees. Grasses grow in tussocks and can reach heights of three metres or more. The vegetation changes markedly, depending on which of the two prevailing climate conditions is dominant at the time.

The district also lies in the tropic continental belt western margin and experiences a single rainfall regime. Much of the landscape is broad savannah woodland with a mountainous terrain. The mean annual rain fall is about 100mm to 115mm. The annual average temperature of the district is 27.4°C. The highest peak is the Gambaga scarp which is 449 feet above sea level (Feigben, 2010).



### **3.3.4 Population**

The East Mamprusi district is the mother district which the West Mamprusi District was carved in 1988 and in 2004; the Bunkpurugu-Yunyoo District was also demarcated out to promote developments. The current population of the district according to the Ghana Statistical Service (2012) 2010 Population and Housing Census is 121,009 out of which 61715 are females and 59294 are males with a total dependency ratio of 109.2. A large number of the population 81,850 resides in the rural communities of the District with the remaining 39,159 in the urban areas. The average density of population is 59 persons per square kilometre. The district has 142 communities with five of the communities with population above 5000. These communities are Nalerigu, Gambagu, Langbinsi, Sakogu and Gbintiri. The Mamprusis are the major ethnic group in the district. Other ethnic groups in the district are the Bimobas, Konkonbas, Talensis, Moshis and Busansis.

### **3.3.5 Education of the Area**

There are 71 primary schools with kindergartens and 33 private primary schools, 19 Junior High Schools and 11 private Junior High Schools, one Youth Leadership Training Institute and two Senior High Schools in the district. The greatest problem facing education in the district is inadequate teachers. For that matter there are few untrained teachers in the district to supplement the situation. This situation adversely affects the performance of pupils and students in the Basic Education Certificate Examination (BECE) and the Senior Secondary School Certificate Examination (SSSCE), respectively.



**Table 3.1: Gross Enrolment at the Basic Level in East Mamprusi District (2015-16)**

Year	Enrolment	KG/Number	%	Primary/Number	%	JHS/Number	%
2014	Boys	9291	65.2	10629	78.6	3777	66.5
	Girls	4959	34.8	2889	21.4	1900	33.5
	Total	14250	100	13518	100	5677	100
2015	Boys	3856	51.1	16413	63.7	3869	56.5
	Girls	3693	48.9	9364	36.3	2979	43.5
	Total	7549	100	25777	100	6848	100

**Source: GES 2016**

From the Table 3.1 it is clear that the transition from KG to primary the boys' enrolment increases while the girls' enrolment decreases. The transition rate from primary to the JHS is not encouraging. In absolute numbers there is a decrease in numbers in the boys and increase in the girls from primary to JHS but in percentage wise there is decrease in that of the boys in 2014 and 2015 whereas the girls increase in both years but the boys are still dominant over girls.

Table 3.2 presents statistics on teacher population at the basic school level in the district from 2015 to 2016. It contains statistics on both trained and untrained teachers.



**Table 3.2: Teacher Population at the Basic School Level**

years	Kindergarten teachers		Primary teachers		JHS teachers		Trained teachers		Untrained teachers	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2014	25	64	308	80	171	24	367	123	137	45
Total	89		388		195		490		182	
2015	23	72	359	88	189	31	449	151	122	40
Total	95		447		220		600		162	

**Source: GES, 2016**

Majority of the teachers in the district are males only a few of them are females. In 2014 27.1 percent of the teachers in the district were untrained and this consequently reduces the quality of education and academic performance at the basic level. The percentage of untrained teachers however decreased from 27.1 in 2014 to 21.3 percent in 2015. The percentage of trained teachers is gradually improving in the district.

### 3.3.6 The Local Economy

Agriculture is the predominant economic activity of the people within the district. Most of the people in the district are engaged in peasant farming and livestock keeping as well as petty trading. The dry season farming is scarce in the district due to lack of irrigation facilities in the district. There are dams located at Langbinsi, Wundua, and Nalerigu but these dams are mostly used as a source of water for animals and small-scale dry season gardening. Under the Social Investment Fund, groups were assisted to acquire water-pumping machines to irrigate lands for dry season gardening in places where large streams are found. Farmers therefore depend on rain fed agriculture. They are basically



subsistent farmers with small land holdings. The major crops cultivated in the district are maize guinea corn, millet, groundnuts, water melons and yams. Most farmers still use hoe and cutlass for farming. There are few tractors, but the cost of ploughing is beyond the reach of many farmers, hence their reliance on the hoe and cutlass. Few people also use animals for the tilling of land. However, there is high use of donkeys for haulage. Most parts of the district are mountainous and rocky. The available arable lands are extensively being put under cultivation every year so much that they have become exhausted. The lands can therefore no more produce any good yield without the use of fertilizer. Meanwhile many farmers in the district cannot afford to buy fertilizer because of the high cost. As a result of these challenge crop yields are generally low thereby making it difficult for farmers to increase their income through farming. Animal rearing is also common in the district. Livestock reared include cattle, goats, sheep, pigs and poultry. There are, however, frequent outbreaks of animal diseases which often renders many livestock owners poor. Some people also engage in trading activities. These trading activities are in the markets on market days and stores and kiosks in the urban centres (Feigben, 2010).

### **3.4 Research Method**

A research method refers to the procedure for gathering information from participants and spells out the plan for data collection and data analysis techniques. Mixed method was employed for the study. Mixed method is a systematic integration of quantitative and qualitative methods in a single study for the purposes of obtaining a fuller picture and deeper understanding of a phenomenon (Spratt, Walker, & Robinson, 2004). A



mixed method uses both quantitative and qualitative approaches which provides better understanding of research problem than the used of only one method (Cameron, 2014). Maxwell and Loomis (2003) also stated that the mixed method study help to confirm or cross validate relationships discovered between variables, as when quantitative and qualitative methods are compared to see if they converge on a single interpretation on a phenomenon. They indicated that using the mixed method would help complement the strength of one paradigm and offset respective weaknesses.

The qualitative approach was used to gather data by examining documents and interviewing respondents. This allows the researcher to have the feel of the natural environment and interact with the respondents. According Niglas (2007) qualitative approach allows the researcher to take detailed information from respondents since they are allowed to express their opinions and feeling (non-numerical data) on the problem as it really occurred in their environment as compare to quantitative approach.

The quantitative method was also used in this study which draws its strands on the positivist philosophy. Quantitative research defined by Fraser Health (2011, P.3.) as a “Research based on traditional scientific methods, which generates numerical data and usually seeks to establish causal relationships between two or more variables using statistical methods to test the strength and significance of the relationships”.

According to Wu and Little (2011), the principal objective of quantitative research is to use mathematical procedures to test, prove and verify hypotheses. Data collection in quantitative research is done in numerical form using instruments such as surveys and questionnaires. This facilitates the conversion of raw data into numbers for analysis by statistical procedures in quantitative research. Quantitative research relies on random



processes for generating a mathematically random result which means the probability for selection process operates in a truly random method and a researcher can calculate the probability of outcomes. Sample size in quantitative research is usually large. The study population is best when random sampling, systematic or cluster sampling method is used. Data analysis in quantitative research makes use of descriptive statistic such as simple distributions, frequency distributions or multiple regression analysis. The reason for choosing the quantitative method was the desire to generalise the results of the study. Additionally, it complements the weaknesses inherent in qualitative method.

### **3.5 Research Design**

Research design is very important in every research because the accuracy, clarity, explicitly and quality of information necessary to answer the research questions depends on a sound research design. The research design adopted for this study is a survey. Precisely, sample survey will be employed to assess the impact of parental and community involvement in schools on teacher attendance within three basic schools in the East Mamprusi District. According to (Fellegi, 2010), a survey is a systematic collection of evidence about characteristics of interest from some or all units of a population using well-defined concepts, methods and procedures, and compiles such evidence into a useful summary form. A survey is divided into two major categories which include sample surveys and census surveys. In a sample survey small subset of a population is used for data collection while in a census survey the whole population is used for data collection.



A survey is a mode of collecting valuable information from a sample of population of interest with the used of questionnaires (Wood, 2004).Survey research, like all scientific and evidence-centered approaches, can be used to generate data for testing theory or for making effective decisions.

### **3.6 Population and Target Population**

Population is a set of elements, events or things with common characteristics that conform to specific criteria and to which researcher would like the results of his or her study to be generalized. According to Sekaran (2000) in Teye (2012), population is a collection of elements that are suitable to researcher's investigation. In certain circumstances the population to be studied is of a larger size and required to be targeted for accuracy of results. The research generalization on a particular selected population is more accurate when the researcher is in close contact with the population (Wilson, 1999).

The target population for the study comprises of head teachers and teachers in Junior High Schools, School Management Committees (SMCs) /Parent Teachers Associations (PTAs) executives, parents and Ghana Education Services (GES) officers of the East Mamprusi District. The East Mamprusi District has five (5) circuits and nineteen (19) JHS. Table 3.3 indicates the names, number of schools, enrolment and the number of teachers in the Junior High Schools in each circuit.





**Table 3.3: JHS Teachers and Enrolment in East Mamprusi District**

Name of Circuit	No. of Schools	No. of Teachers	Enrolment
Gambaga	5	49	1415
Nalerigu	4	51	1971
Gbintiri	3	36	1003
Langbensi	4	42	1205
Sakogu	3	22	1254
Total	19	220	6848

**Source: GES- East Mamprusi District, 2015/2016**

### **3.7 Sampling and Sampling Procedure**

The data in the table above indicates that there are 6848 students and 220 teachers (including head teachers) in the 19 JHS in the East Mamprusi District in s2015/2016 academic year.

The study adopted a multi-stage sampling technique in order to address sampling needs at each level of the sampling process.

At the first stage, clusters sampling technique was used to select circuits for the study because all the JHS in the district were already in clusters based on their circuits. Bennett, Woods, Liyanage and Smith (1991) stated that a survey in which a large number of clusters are selected, and a few respondents chosen from each cluster will produce more precise and reliable results than choosing a large number of respondents from few clusters. The researcher therefore selected three circuits as clusters at random from the five (5) circuits which include Gambaga circuit, Nalerigu circuit and Gbintiri circuit for the study. Cluster sampling of population is less time consuming, cost



effective and enhances easy administration of research instruments (Admed, 2009). Due to the time frame and the geographical locations of the schools in the district, the researcher decided to use cluster sampling.

Based on the circuits that were chosen as clusters, three (3) schools were randomly selected for the study out of 12 junior high schools in the clusters.

**Table 3.4: Number of Schools Selected in Circuits**

Name of Circuit	No. of Schools	No. of Schools Selected	Schools Selected
Gambaga	5	1	Gambaga Presby JHS
Nalerigu	4	1	Nalerigu D/A JHS
Gbintiri	3	1	Gbintiri JHS
Total	12	3	

**Source: District Education Office- EMD**

**Table 3.5: Staffing and Enrolment of the Three JHS for 2015/2016 Academic Year**

Community	School	staffing	enrolment
Gambaga	Presby JHS	14	361
Nalerigu	Nelerigu D/A JHS	17	604
Gbintiri	Gbintiri JHS	11	348
	Total	42	1313

**Sources: GES East Mamprusi Report 2015/16.**

Convenience sampling technique was used to include all the 3 head teachers in the sample for the study because they were available in the schools and can easily be



accessed. Convenience sampling referred to the researching subjects of the population that are easily accessible to the researcher at a given time and willing to participate in the study are usually included for the purpose of the study (Etikan, Musa, & Alkassim, 2015)

Parents were purposively sampled for this study. According to Etikan, Musa and Alkassim (2015) purposive sampling is a method of sampling where the researcher consciously chooses who to involve in the study with the intent that they can provide the needed data. This was done in light that, parents who have at least secondary school education were selected for the study. Out 1313 parents in the three junior high schools, 460 parents were identified to be educated with at least secondary school certificate.

Systematic sampling procedure with equal probability allocated to each unit within the frame was used in the selection of the parents. The total number of students whose parents were educated was divided by the sample size of the parents and the figure arrived at formed the basis for the selection of the student's parent. The selection was done going by the  $K^{th}$  number after the first sample unit was selected at random from the population.

$$K = \frac{N}{n}$$

Where N = Total number of students which is equals to the number of parents in the three schools who were educated and n= sample size which is 90. By calculation, the result obtained is 5 which mean we are dealing with the 5th number or parent but the first number was subjected to random selection and every 5th parent was then selected using students as representatives until the sample size was exhausted. This procedure was applied in each of the three schools selected. The students who were selected were



traced to their parents for administration of questionnaire. This made the researcher to cover more than the three communities that the schools were located because some of the parents were staying in the nearby communities.

The study randomly selected twelve (12) district education officers, fifteen (15) PTAs /SMCs executives and thirty (30) teachers for the study using the lottery approach. As the name implies, in an attempt to produce accurate and reliable results, respondents were given equal chance of being selected independently in this type of sampling.

A sample size of one hundred and fifty (150) respondents made up of thirty (30) teachers, three (3) head teachers, twelve (12) district education officers, fifteen (15) PTA /SMC executives and ninety (90) parents participated in this exercise in order to examine the parental and community involvement in schools and its impact on teacher attendance.

**Table 3.6: Sample Size Chosen**

School	Trs/Htrs	PTA/SMCs	Parents	GES officials	Total
Nalerigu D/A JHS	11	5	30		
GambagaPresby JHS	11	5	30		
Gbintiri D/A JHS	11	5	30		
Total	33	15	90	12	150

**Source: Field Data, 2016**

### 3.8 Instruments for Data Collection

The study employed two data collection methods. Questionnaire and interview guide were self-constructed and used to elicit responses from the respondents to ascertain the



impact of parental and community involvement in schools on teacher attendance in Junior High Schools.

### 3.8.1 Questionnaire

Questionnaire allowed the research to use questions that elicited responses from teachers and parents with regards to the research questions. One set of questionnaire was constructed for teachers and parents to respond. The questions include dichotomous questions (yes or no) and two types of 4-point Likert scales with options (strongly agree =1, agree =2, disagree =3 and strongly disagree =4 as well as Very High= 1, High= 2, Low= 4 and Very Low = 4) were used to ascertain teachers and parents understanding of parental and community involvement in schools as a concept and its impact on teacher attendance in Junior High Schools. However, the study merged the Likert scales options (Strongly Agree and Agree as “Agree” and Disagree and Strongly Disagree as “Disagree” as well as Very High and High as “High” and Low and Very Low as “Low”) for easy analysis. The questionnaire was put into four sections: A, B, C and D as shown in appendix A. Section A consisted of five (5) items which sought to gather information on respondents’ bio data which included; sex, age, educational background, employment status and religious background. This background information was considered important since it provided insight into how parents and communities are involved in education. Section B, C and D of the questionnaire elicited responses from respondents with regards to the research questions. In these sections, 31 items made up of close ended questions were constructed in B to find out the effectiveness of parental and community involvement in junior high schools in the East Mamprusi District. Section C consists of



21 items, constructed to find out the impact of parental and community involvement on teacher attendance in the East Mamprusi district while, section D which is the last section of the questionnaire, the investigator constructed 17 items to assess the challenges faced by parents and communities in schools' involvement in the East Mamprusi District.

### **3.8.2 Interview**

Semi-structured interview guide was used for this study. Interview guide was self-constructed and used to gather information from School Management Committees (SMCs)/Parent Teacher Associations (PTAs) executives and Ghana Education Service(GES) officers in some kind of dialogue for which they expressed themselves on their contribution to parental and community involvement in schools in the East Mamprusi District. The semi-structured interview enabled interviewees to share their fair knowledge on parental and community involvement in schools. This approach allowed interesting responses to be followed up immediately. According to Jetter (2010), in semi-structured interview the investigator has the option to probe further and the act of probing ensures that issues that are misunderstood are cleared up and rapport is achieved and cooperation encouraged. The semi-structure interview was conducted for 15 PTA /SMC executives and 12 GES officers; each one lasted for about twenty to twenty-five minutes and was recorded using a tape recorder. This is shown in appendix B.



### **3.8.3 Validity**

Validity in questionnaire studies is the ability of the test items to provide true measure of concept they are designed to measure (Shoemaker, 2006). Validity of the research instruments were enhanced through face and content validity. The investigator gave the self-constructed questionnaire and interview guide to his supervisor to scrutinise using his vast knowledge, experience and expertise to ensure that the instruments measured what they were intended to measure. Upon discussions with his supervisor; some items were reframed with respect to the objectives in order to elicit the right responses.

### **3.8.4 Reliability**

Reliability is the extent to which a test consistently measures whatever it measures (Shoemaker, 2006). To establish the reliability of the instruments, the investigator conducted a pilot study. The pre-testing of the instruments is very important because it improved the quality of questionnaire and increases the rates of responses (Faux, 2010). This pilot study was conducted in the West Mamprusi District which shares boundaries with the East Mamprusi District. After the pilot study, the study used IBM SPSS (version 20) to analysed the data obtained from the pilot study to determine the internal consistency (Cronbach's Alpha Reliability Co-efficient) of the questionnaire. The investigator administered 45 items and after analysing the results of 45 items, a Cronbach's Alpha value of 0.763 was obtained which indicated that the overall internal consistency of the instrument (questionnaire) was 0.76. According to Wells and Wollack (2003) a test item is considered reliable if its reliability coefficient for internal consistency is 0.70 or more. Hence the research instrument was considered reliable.



Five (5) SMC executives were interviewed alongside in the West Mamprusi District and recorded during the pilot study. To be sure of what respondents meant, after transcribing, the investigator played back the recorded voices of respondents to confirm what has been transcribed. Not only that, the investigator's supervisor thoroughly checked the interview questions and necessary corrections were made for clarity. The necessary corrections and additions were made to ensure credibility, trustworthiness and clarity.

### **3.9 Data Collection Procedure**

After the pretesting of the instruments, the investigator began his data collection by visiting the various schools to explain the purpose of the study. He sat with the head teachers and teachers of each school and explained what the study was all about and also gave information to the students whose parents were selected for the study to pre inform them about the visit for the data collection.

The data collection was done in three phases. The first phase was the administering of questionnaire to respondents. Questionnaires were personally administered to the selected respondents in their various schools and homes. Respondents were given questionnaire to answer in their own free time so that it does not disrupt instructional time. Respondents were explained to the purpose of the questionnaire. A period of one week was given to the respondents to complete and submit questionnaire. One hundred and twenty-three (123) questionnaires were administered to one hundred and twenty-three respondents (123) made up of thirty (30) teachers, three (3) head teachers and ninety (90) parents. Seventy-nine (79) parents, thirty (30) teachers and three (3) head





teachers completed and submitted questionnaires administered, making a total of one hundred and twelve (112).

The second phase was the conduction of interview with PTA/SMC executives and GES officers. A total of twenty-seven (27) respondents made up of 15 PTA/SMC executives and 12 GES officials were selected and interviewed. The interview was to give meaning to some identified areas in the questionnaire which may not have been covered. The interview was recorded with a tape recorder which lasted for about twenty-five (25) to thirty (30) minutes. The recorded audio was played back to respondents and the necessary corrections and additions were made within a week.

Finally, the secondary data such as SMCs/PTAs meeting minutes, attendance records of parents to school meetings, visitor's books, teacher's attendance books, staff appraisal reports, log books, movement books were studied to find out how regular the PTAs/SMCs usual meet as well as the attendance of teachers in the selected schools since the district education office did not have immediate records of teacher attendance. This was to help assess whether the parental and community involvement affects teachers' school attendance. It was also to assess whether the teacher attendance follows a certain pattern for a clearer understanding of the problem.

### **3.10 Methods of Data Analysis**

The study used questionnaire and interview to collect data from respondents. The data collected was analysed both quantitatively and qualitatively. The data collected from the questionnaire was organised, coded and analysed quantitatively using IBM SPSS version 20. Chi-square was used to established relationship between respondents' bio data and



their level of involvement in school. The results were represented in bar graphs, charts, and (frequencies and percentages) in tables.

Qualitative data was obtained by interviewing PTA /SMC executives and GES officers using interview guide. The interview was recorded and transcribed by carefully listening to the recorded audio. The transcription was used to analysed related portions of the research questions. Convergent thoughts were carefully put together to answer the relevant research questions to give meaning to already expressed thoughts. The various schools' records were carefully study to establish correlation between parental and community involvement and teacher attendance.

The secondary data such as SMCs/PTAs meeting minutes, attendance records of parents to school, teacher's attendance books and log books were studied to find out how regular the PTAs/SMCs usual meet as well as the attendance of teachers in the selected schools. This was to help assess whether the parental and community involvement influence teacher attendance in the study schools.

### **3.11 Ethical Considerations**

Ethical consideration in research is the ability of researcher to consider the norms and standards for the conducts that distinguish between acceptable and unacceptable behavior. According to Stevens (2013), ethics in research can better be maintained if the respects for society, professionalism and research participants are taken into consideration when planning the research.



For the purpose of maintaining the ethics, the researcher followed ethical procedures in communication thus ability to express language cordially and politely to the respondents as well as the ability to assure the respondents of confidentiality.

### **3.12 Anonymity**

Anonymity is the association of information/records/samples collected to the individual from whom they were obtained (Lelkes, Krosnick, Marx, Judd, & Park, 2011). Participants were protected in this regard by not providing their names and addresses on the questionnaire. The investigator also ensured that information concerning schools of participants was not reported in the study.

### **3.13 Confidentiality**

Confidentiality is the treatment of information disclosed between the respondent and the investigator in a trust relationship and with the expectation that it will not be divulged without permission to others (University of Sussex, 2012). The investigator ensured that the information provided by participants is kept away from unauthorised individuals who had nothing to do with the study. The data collected from participants was used for the purpose of the study and nothing else.

### **3.14 Conclusion**

This chapter three has presented and explained the profile of the study area and the northern region of Ghana, the research method and design that were adopted by the researcher for the study, the population of the study, sample and sampling techniques.



The chapter also deals with the procedures for data collection, data collection instruments and data analysis.



## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF RESULTS

#### 4.1 Introduction

Chapter four presents an analysis of each of the following based on the participants' responses: social characteristics of the study population, effectiveness of parental and community involvement in schools, impact of parental and community involvement on teacher attendance and challenges faced by parental and community involvement in schools. The chapter will also present integrated discussions of the findings and will also support each finding with literature in the descriptive analyses.

#### 4.2 Data Presentation

This section presents the data and results of the participants' responses according to the various sections in the questionnaire.

##### 4.2.1 Demographic Data of Respondents

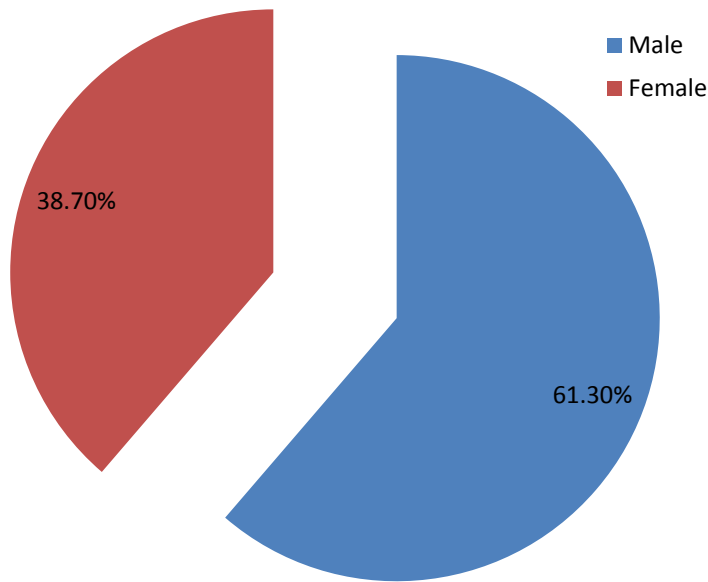
This section presents the findings of selected social characteristics of the study population. Three (3) Junior High Schools were selected from clusters of schools in the East Mamprusi District for the study. One hundred and twenty-three (123) teachers and parents were given questionnaires of the research; of which thirty-three (33) were teachers/Head teachers and ninety (90) were parents. One hundred and twelve (112) of them completed and returned their questionnaires. This constituted 91% questionnaires returned rate.



Items 1-5 on the questionnaire sought information on respondents' demographic data which included; age, gender, educational background, employment status and religious background.

#### 4.2.1.1 Sex of Respondents

Figure 4.1 presents information on the sex of the respondents surveyed in the study area. Forty-three (43) respondents were females and sixty-nine (69) respondents were males representing 38.7% females and 61.3% male. This is an indication that there were more males involve in educational related issues in the district.



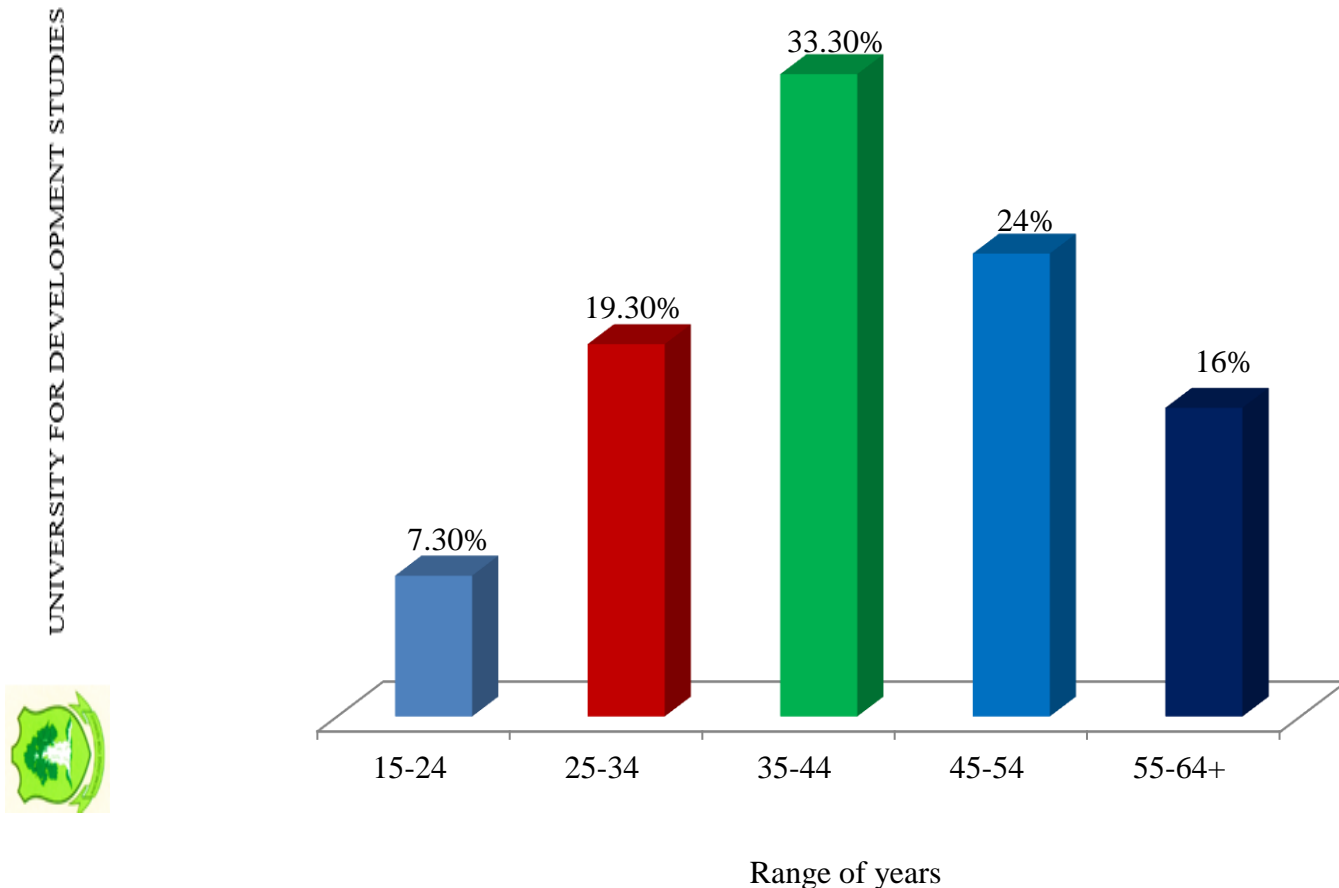
**Figure 4.1: Percentage distribution of the respondents by sex**

*Source: Field Survey, June, 2016*



#### 4.2.1.2 Age of Respondents

The percentages of age distribution of respondents into the age categories are presented in Figure 4.2. For the respondents, 8(7.3%) of them were between the ages of 15-24 years, 22 (19.3%) of them were between 25-34 years, 37(33.3%) were between 35-44 years, 27 (24%) were between 45-54 years while 18 (16%) were between 55-64+ years.

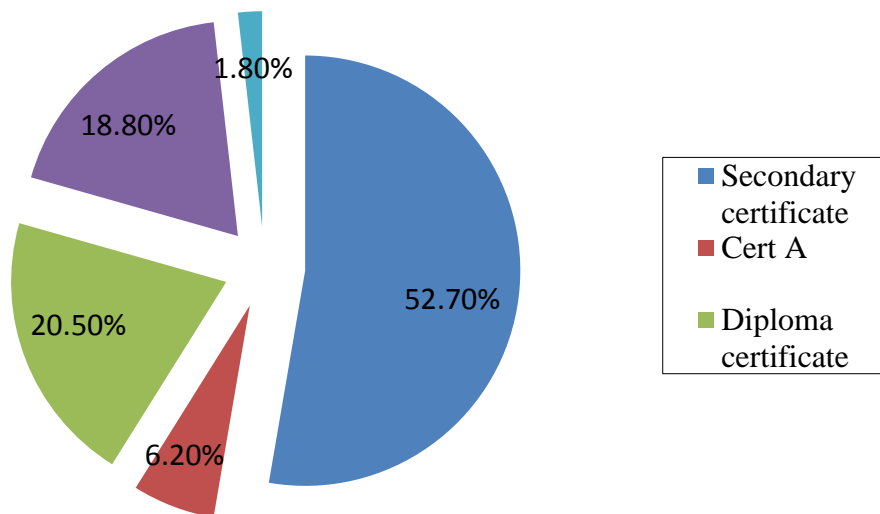


**Figure 4.2: Percentage distribution of Respondents by Age**

**Source: Field Survey, June, 2016**

#### 4.2.1.3 Educational Background of Respondents

The level of education of respondents is very necessary in a survey like this and this information is presented in Figure 4.3. The results revealed that majority 59(52.7%) of were Senior Secondary School Certificate holders, Cert. A holders were 7(6.2%), Diploma certificate holders 21(18.8%) whilst First Degree holders were 23(20.5%) and Second Degree holders were 2(1.8%). With regard to respondents' educational background a lot of them had Senior Secondary School Certificates in the district and very few of them had Master's Degree. This means that illiteracy rate is high in the district based on this pattern. Due to the purposive sampling technique that was use for the selection of the respondents all the illiterates were excluded. According to PHC (2010) report, Northern region has the lowest literacy rate of 0.5% and the highest illiteracy rate of 99.5%. The high illiteracy rate is likely to affect parental and community involvement in education in the East Mamprusi District because Uemura (1999) also observed that high illiteracy rate has negative effects on parental and community involvement in education.



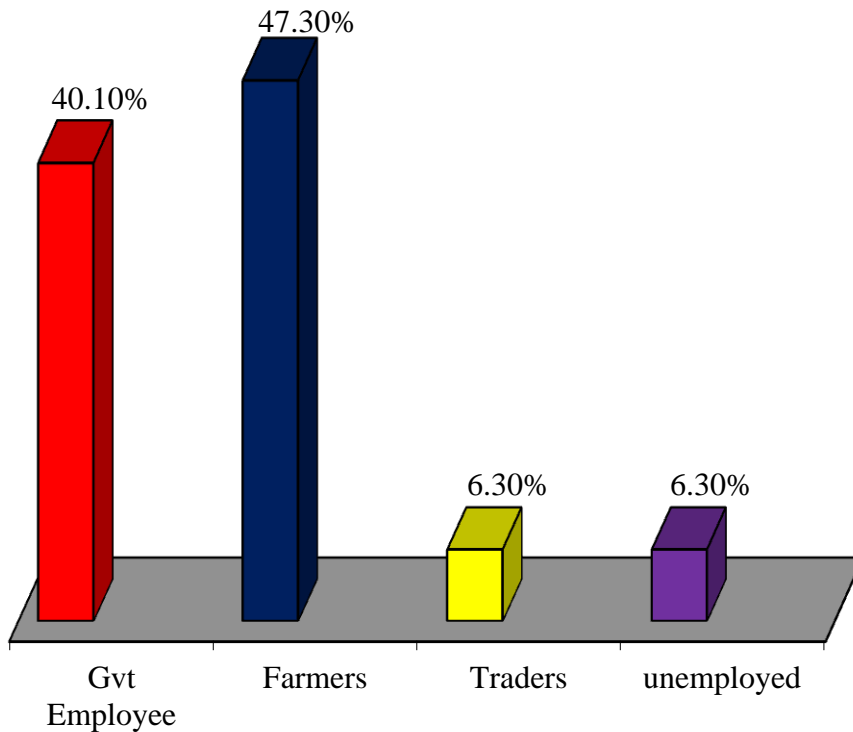
**Figure 4.3: Percentage Distribution of Respondents by educational background**  
Source: Field Survey, June, 2016





#### 4.2.1.4 Employment Status of Respondents

Figure 4.4 contains information about the status of employment of the respondents in the study area. From the Figure, 45(40.1%) of the respondents were employed full time in the formal sector. 7(6.3%) of the respondents were unemployed and 7(6.3%) were petty traders. Majority of respondents 53(47.3%) were farmers which agrees with PHC (2010) report that, agriculture was the predominant economic activity of the people within the East Mamprusi District and most of the people in the district were engaged in peasant farming and livestock keeping.

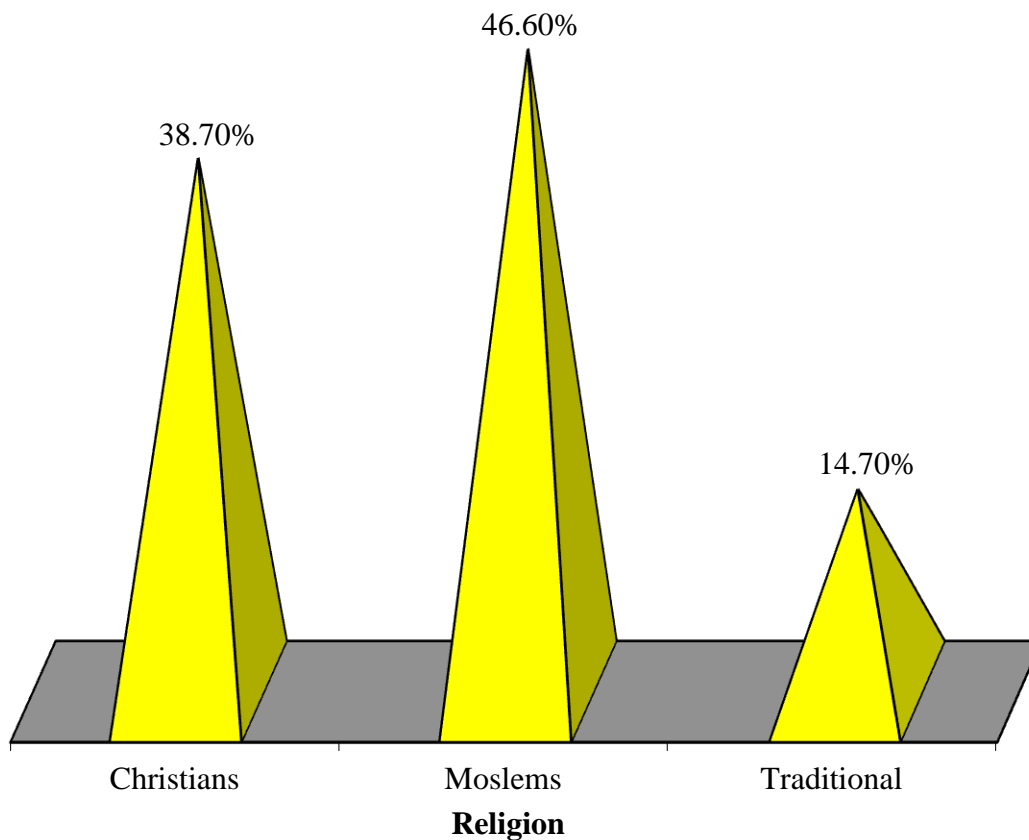


**Figure 4.4: Employment Status of Respondents**

**Source: Field Survey, June, 2016**

#### 4.2.1.5 Religious Background of Respondents

The religious background of the respondents in the study area is presented in Figure 4.5. Majority (46.6) percent of the respondents were Moslems followed by Christian's religion with 38.7 percent, 14.7 percent being Traditional worshipers. These were the three major religions within the area.



**Figure 4.5: Religious Background of Respondents**

**Source: Field Survey, 2016**



### **4.3. Data Analysis and Discussion**

#### **4.3.1 Effectiveness of Parental and Community Involvement in Schools**

This section presents the findings on the research questions 1 as follows:

Question 1: How effective is the involvement of parents and communities in schools within the East Mamprusi District?

The discussion on this section focuses on the level of involvement of parents and communities in school management, involvement of parents and communities in decision making, involvement of parents and communities in school activities, involvement of parents and communities in teaching and learning and how to enhance effective involvement in schools.

#### **4.3.2 Level of Involvement in School Management**

The distribution of responses on involvement of parents and communities in school management is presented in Table 4.1. Research findings revealed that parents and communities were always involved in school management at the study schools. Most 107(95.3%) of the respondents agreed that parents and communities were always involved in school management at the study schools. This was in consonants with the study findings of Shaeffer (1994) in Adam (2005) which stated that parents and communities can involve in schools through PTAs and SMCs by participating in decision-making, planning resources, designing strategies to implement programmes, dividing responsibilities among participants, managing programmes, monitoring progress of the programmes and evaluating results which are part of school management. From the corroboration with the interview responses of GES officers in the



East Mamprusi District further emphasised that indeed PTAs and SMCs play pivotal role in school management especially financial management in the schools. They stated that financial documents such as School Performance Improvement Plan (SPIP) and Ghana Partnership for Education Grant (GPEG) are usually approved by PTAs and SMCs before the schools can access the grants. Apart from this, majority 109(97.3 %) of the respondents indicated that there were PTAs and SMCs in the study schools. This affirms the earlier responses of the respondents that parents and communities were involved in the management of the schools in the study area. The study conducted by Cilliers, Kasirye, Leaver, Serneels and Zeitlin (2013) in Uganda's public schools, also supported that local monitors such as PTAs and SMCs are needed in schools to achieve its aims and objectives. The PTAs and SMCs executives also confirmed in the interview that they were actually functioning as part of the schools.

Also, Majority 92(82%) of the respondents (as shown in Table 4.1) stated that the patronage of PTAs and SMCs meetings have being encouraging in the schools within the study area as supported by Shaeffer (1994) in Adam (2005) that one of the key ways parents and communities can effectively involve in school is regular attendance to PTAs and SMCs meetings in the school. He stressed that PTAs and SMCs meetings are the right mediums for the parents to throw their support in planning for the welfare of the school. This was also overwhelmingly supported by both SMC/PTA executives and GES officials during the interview session that they have being attending PTAs and SMC meetings on behalves of their wards in the district. Even though every school has SMC and PTA, their meetings were inconsistent as indicated by 90(80.7%) of the respondents. SMCs and PTAs meetings are very important in schools because it is a



platform for discussing matters pertaining school development (Shaeffer, 1994 in Adam, 2005). Moreover, 66 (58.7%) (as in table.4.1) of the respondents indicated that they have observed a few number of parents and community members visiting the study schools in a term. According to Epstein's (1987) internal model of the interaction of the three spheres of influence, interpersonal interactions (relationships) is very important for effective schooling. He stated that if parents scarcely visit schools, it reduces their interpersonal relationship with the teachers which influence effectiveness of school involvement.

**Table 4.1: Level of Involvement in School Management**

Item	Yes	No
	No. (%)	No. (%)
Parents and communities involved in school management	107(95.3)	5(4.7)
PTA and SMC in place in the school	109(97.3)	3(2.7)
Patronage of PTAs and SMCs Meetings	92(82.0)	20(18.0)
Holding of PTAs and SMCs meetings	90(80.7)	22(19.3)
Parents and Communities Visit to Schools	66(58.7)	46(41.3)

**Source: Fieldwork, 2016**

#### **4.3.3 Sex of Respondents and Level of Involvement in School**

The distribution of the respondents by sex and level of involvement in school is presented in Table 4.2. Out of a total of 69 respondents who were males, 62 of them indicated that they had ever participated in PTA meeting whilst their female counterparts 36 out of 43 had ever participated in PTA meeting. The chi-square test results showed that at 5% confidence level, there was no significant difference between distribution of



respondents by level of involvement in school with respect to their sex ( $\chi^2 = 0.293$ ,  $df = 1$ ,  $0.10 > p > 0.05$ ). This implies that level of involvement in school is independent of the sex of respondents.

**Table 4.2: Sex and Level of Involvement of Respondents in School**

Sex	Participation in PTA meeting		total
	Yes	No	
Male	62	7	69
Female	36	7	43
Total	98	14	112

**Source: Field Survey, June, 2016**  $\chi^2 = 0.293$ ,  $df = 1$ ,  $0.10 > p > 0.05$  not significant

#### 4.3.4 Age of Respondents and Level of Involvement in School

The distribution of respondents by age and level of involvement in school is presented in Table 4.3. Out of a total of 8 respondents who aged (15-24 years), 7 of them had ever participated in PTA meeting whilst the aged 55 years and above, out of a total number of 18 respondents, 16 of them had ever participated in PTA meeting. The chi-square test results indicated that at 5% confidence level, there was no statistical significant difference in level of involvement in school with respect to age group of respondents ( $\chi^2 = 0.189$ ,  $df = 5$ ,  $0.10 > p > 0.05$ ). This implies that level of involvement in school is independent of respondent's age.



**Table 4.3: Age and Level of Involvement of Respondents in School**

Age	Participation in PTA meeting		total
	Yes	No	
15-24	7	1	8
25-34	20	2	22
35-44	25	2	27
45-54	29	8	37
55-64+	16	2	18
Total	97	14	112

**Source: Field Survey, June, 2016**  $\chi^2 = 0.293$ ,  $df = 1$ ,  $0.10 > p > 0.05$  not significant

#### 4.3.5 Educational Background of Respondents and Level of Involvement in School

The distribution of respondents by level of education and level of involvement in school is presented in Table 4.4. Out of a total of 19 respondents who had non-formal education, 16 of them had ever participated in PTA meeting, 33 of them who had basic education, 29 of them had ever participated in PTA meeting, 20 of them who had secondary school education, 18 of them had ever participated in PTA meeting, 32 of them who had tertiary education, 27 of them had ever participated in PTA meeting and 46 of the who are illiterates, 42 of them had ever participated in PTA meeting. The chi-square test results indicated that at 5% confidence level, there was no statistical significant difference between the level of involvement in school with respect to educational background of respondents ( $\chi^2=0.877$  ,  $df = 4$ ,  $0.10 > p > 0.05$ ). This implies that level of involvement in school is independent of educational background.



**Table 4.4: Education and Level Involvement of Respondents in School**

Level of education	Participation in PTA meeting		total
	Yes	No	
Secondary certificate	54	5	59
Cert A	6	1	7
Diploma certificate	17	4	21
Degree	20	3	23
Master's degree	2	0	2
Total	99	13	112

**Source: Field Survey, June, 2016**  $\chi^2 = 0.877$ ,  $df = 4$ ,  $0.10 > p > 0.05$  not significant

#### 4.3.6 Employment Status of Respondents and Level of Involvement in School

The distribution of the respondents by employment status and level of involvement in school is presented in Table 4.5. Out of a total of 45 respondents who were government employees, 40 of them had ever participated in PTA meeting; majority (53) of the respondents who were farmers, 47 of them had ever participated in PTA meeting as well as all the 6 and 6 respondents who were traders and unemployed respectively had ever participated in PTA meeting. However, at 5% confidence level, there was no significant difference between the distribution of respondents by level of involvement in school to their employment status ( $\chi^2 = 0.361$ ,  $df = 3$ ,  $0.10 > p > 0.05$ ). This implies that level of involvement in school is independent of employment status.





**Table 4.5: Employment Status and Level of Involvement of Respondents in School**

Level of education	Participation in PTA meeting		total
	Yes	No	
Government	40	5	45
Farmer	47	6	53
Trader	6	1	7
Unemployed	6	1	7
Total	99	13	112

**Source: Field Survey, June, 2016**  $\chi^2 = 0.361$ ,  $df = 3$ ,  $0.10 > p > 0.05$  not significant

#### 4.3.7 Religious Background of Respondents and Level of Involvement in School

The distribution of the respondents by religious background and level of involvement in school is presented in Table 4.6. Out of a total of 43 respondents who were Christians, 37 of them had ever participated in PTA meeting, 52 of the Moslems, 47 of them had ever participated in PTA meeting as well as 17 out 16 traditional worshipers had ever participated in PTA meeting. However, at 5% confidence level, there was no significant difference between the distribution of respondents by level of involvement in school to their religious background ( $\chi^2 = 0.501$ ,  $df = 2$ ,  $0.10 > p > 0.05$ ). This implies that level of involvement in school is independent of religious background.



**Table 4.6: Religion and Level of Involvement of Respondents in School**

Religious status	Participation in PTA meeting		total
	Yes	No	
Christian	37	6	43
Moslem	46	6	52
Traditional worship	16	1	17
Total	99	13	112

**Source: Field Survey, June, 2016**  $\chi^2 = 0.361$ ,  $df = 3$ ,  $0.10 > p > 0.05$  not significant

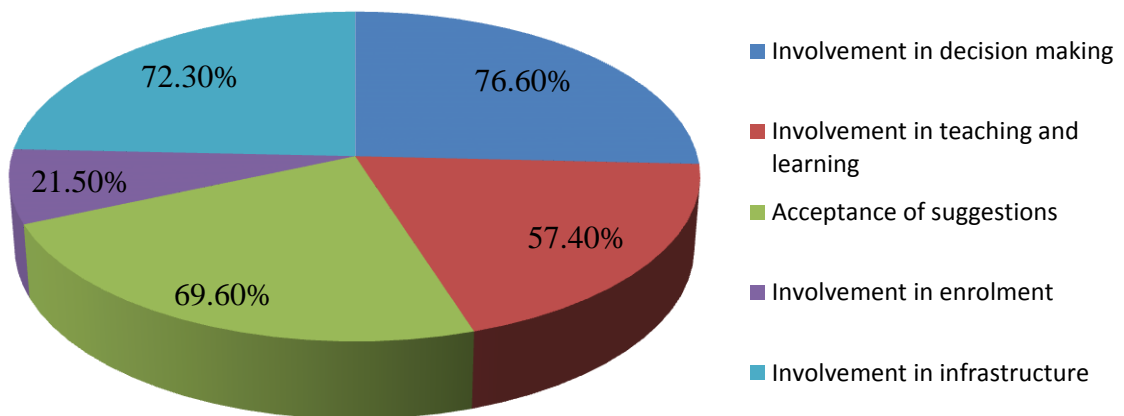
#### **4.3.8 Involvement of parents and communities in Decision Making**

The data collected from the respondents indicates that the involvement of the SMCs and PTAs in decision making in the schools were encouraging as illustrated in Figure 4.6 which agrees with Epstein (1987) that one of the ways parents and communities can effectively involve in a school is participating in school decision making. Most 86(76.6%) and 78(69.6%) responses from the respondents, respectively, ranging from very high to high accepted that SMCs and PTAs were involved in decision making in the schools. Suggestions from parents were also taken into consideration by the schools during decision making as 69.6% of the respondents said the schools accept suggestions from parents. Uemura (1999) also added that parents and community members should be involved in decision making and curriculum designing in order to enhance representation of the voice of parents. Apart from these, parents and community members are expected to be part of decision making towards school development in terms of teaching and learning as well infrastructural and formulation of school based policies (Addae-Boahene & Akorful, 1999). The SMC of a school has the right to design and implement local policies that they deem necessary and to conform to their local



culture and values of the community to help in the smooth running of a school. From the Figure 4.6, 64(57.4%) supported his findings on teaching and learning and 81(72.3) on infrastructure.

Moreover, MOE (2010) findings indicated that parents and community members should be involved in decision making about enrolment in schools to improve enrolment drive especially girl child enrolment. Shaeffer, 1994 also added that parents and community members should not be involved in mere decision making about enrolment but they should be part of admitting students into schools. But these were not what was happening in the study schools within the East Mamprusi District as only 24(21.5%) of the respondents said parents and community members were involved in decision making about enrolment.



**Figure 4.6: Involvement of Parents and Communities in Decision Making**

**Source: Fieldwork, 2016**



#### **4.3.9 Involvement of Parents and Communities in School Activities**

Research findings as shown in Table 4.7 showed that parents and community members participate in school activities. Majority 103(92.3%) of the respondents indicated that parents and community members' participation in school activities is high. They said parents and community members were always eager to participate in school games such as sporting activities as indicated by 102(91.3%) of respondents. This was in line with the study findings of Trends (2013) that parents and communities' involvement in schools should be centered on participation in school activities.

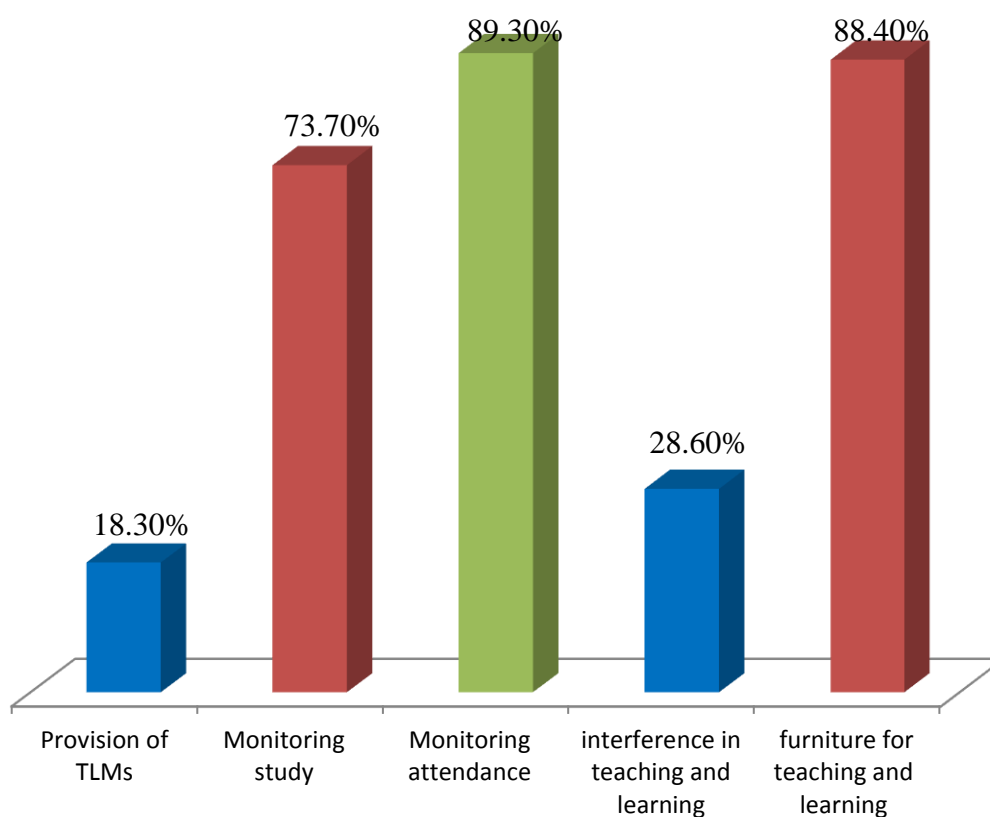
On the other hand, 95(84.7%) of the respondents said parents usually feel reluctant to volunteer in school activities to help schools. These responses had gone contrary to the view of Stanton Elementary School (2013) that parental involvement in school activities should be based on the will of the parents. More to the point, portable water was not seen as one of the ailing needs in the study schools by parents and communities as indicated by the majority 98(87.7%) of the respondents in Table 4.7 that parents show little concern about portable water and do not participate in the provision of portable water for the schools. The respondents exhibited the same trend of responses on the community's participation in communal labour and in carrying out minor repairs in schools as majority 98(87.7%) and 74(66.3%), respectively indicated. Meanwhile, Uemura (1999) stated emphatically that parents and communities have to play major role in providing both skilled and unskilled labour in schools as well undertaking minor repairs.



**Table 4.7: Involvement of parents and Communities in School Activities**

Item	How	Low
	No. (%)	No. (%)
Parents' participation in school activities	103(92.3)	9(6.7)
Willingness of parents to offer help to school	17(15.3)	95(84.7)
Participation in providing class room and office	44(39.0)	68(61.0)
Participation in providing portable water	14(12.3)	98(87.7)
Community's participation in communal labour	38(33.7)	74(66.3)
Carrying out minor repairs in schools.	28(24.7)	84(75.3)
Community's participation in school games	10(8.7)	102(91.3)

**Source: Fieldwork, 2016**



**Figure 4.7: Involvement of Parents and Communities in Teaching and Learning**

**Source: Fieldwork, 2016**



The study revealed that parents and communities' involvement in monitoring and supervising of children's learning at home was high as indicated by 83(73.7%) respondents on Fig.4.7. Epstein (1987) stated that involvement of parents and families in monitoring children after school hours can increase children's learning at home and improves their academic performance in school as well as ensuring that children are regular and punctual at school. On the part of furniture, majority 99(88.4%) of respondents categorically stated that parents provide furniture for their wards in the schools to facilitate teaching and learning. The SMC/PTA executives and GES officers also strongly supported the responses and added that most of the parents complained about government interference in the provision of furniture for school children in the study area which parents were willing to provide. They stated that some of the children in the study schools usually sit on the floor during classes' hours which makes them uncomfortable to learn.

The results also revealed that parents and communities were not involved in the provision of TLMs for teaching and learning as only 20 respondents representing 18.3% agreed that parents and communities were involved in the provision of TLMs for teaching and learning. According to Uemura (1999) parents and communities should mobilised resources to help the schools in the provision of TLMs to aid teaching and learning. However, they said parents and community members do not interfere in teaching and learning in the study schools against few respondents 32 (28.6%) as shown in Fig.4.7.



**Table 4.8: Enhancing Effectiveness of Involvement in School Management**

Item	Agree	Disagree
	No. (%)	No. (%)
Sharing of information	76(68.0)	36(32.3)
Consultation with community leadership	66(59.3)	46(40.7)
Collaborative work	68(60.3)	44(39.7)
Ownership of the school	29(25.9)	83(74.1)
Sensitizing parents to their duties and responsibilities	88(78.3)	24(21.7)
Engaging parents in adult literacy programmes	83(74.5)	29(25.5)
Motivation of parents	64(57.5)	48(42.5)
Incorporating culture of the community in extracurricular activities	71(63.7)	41(36.3)

**Source: Fieldwork, 2016**

#### **4.3.10 Enhancing Effectiveness of Involvement**

Research findings indicated in Table 4. 8 showed that free flow of information between parents, teachers and children can enhance effective parental and community involvement in school. Epstein in (1987) theory of overlapping spheres highlighted that the school community and family should engage in effective communication, consultation, collaboration, and cooperation to facilitate smooth running of schools. The statistics in Table 4.8 suggests that 76(68.0%) of the respondents strongly agreed that effective parental and community involvement can be achieved through sharing of information. Also majority 66(59.3%) said consultation of community leaders on the progress of a school can help foster parents and communities' involvement in schools. Again, 68(60.3%) of respondents endorsed collaborative work between the school and the community as an element that could improve effective parental and community involvement in schools.



It is also seen that, 88(78.3%) of the respondents strongly agreed that sensitising parents to their duties and responsibilities will enhance effective parental and community involvement. This supports the findings of Cilliers, Kasirye, Leaver, Serneels and Zeitlin (2013) that ignorance of the structure, functions and constraints of the school reduce involvement in schools. However, it is observed from the Table 4.8 that 83(74.5%) of the respondents said engaging parent in adult education programmes (computer literacy and mathematics) will improve parental and community involvement in schools. Moreover, 64(57.5%) of the respondents indicated that motivation of parents for their active involvement in schools can improve parental involvement. The responses agreed with the observation made by Dos Santos (1999) as cited in Uemura (1999, p.12) that other stakeholders in education should motivate parents to involve in schools. While, 71(63.7%) of respondents agreed that incorporating culture of the community in extracurricular activities in schools can promote effective parental and community involvement in schools. Incorporating culture of the community in extracurricular activities instills societal values deemed important to the moral upbringing of children in the society and improves cordial relationship between the school and the community (Sa'ad & Sadiq, 2014). Cordial relationship between the school and the school community can enhance effective involvement in school.

Also, respondents overwhelmingly 83(74.1%) strongly disagreed that school ownership does not play significant role in community involvement in school.





#### 4.3.11 Impact of Parental and Community Involvement on Teacher Attendance

This section presents the findings on the research question 2 as follows:

Question 2: What is the impact of parental and community involvement in schools on teacher attendance in the East Mamprusi District?

The discussion on this section focuses on the parents and communities support to teachers, parents and communities concern for teachers as well as parents and communities' influence on teacher attendance.

**Table 4.9: Parents and Communities Support to Teachers**

Item	Agree	Disagree
	No. (%)	No. (%)
Donating cash or kind to teachers	40(35.5)	72(64.5)
Providing food for teachers	46(40.7)	66(59.3)
Community provision of accommodation	70(62.5)	42(37.5)
Helping teachers in farming and other economic activities	74(65.7)	32(34.5)
Motivation of teachers by parents	48(43.3.)	64(57.4)

**Source: Fieldwork, 2016**

#### 4.3.12 Parents and Communities Support to Teachers

Stein (2009) expressed that parental involvement in school is basically the contribution of parents to the welfare of teachers and not any other matters related to education. From the Table 4.9, majority 70(62.5%) of the respondents agreed that parents and communities provide accommodation for teachers while 42(37.5%) of the respondents disagreed. Responses from interview's report were in line with the majority. The PTA/SMC executives and GES officers indicated that they sometimes assist teachers with accommodation to make teachers comfortable to work. They also



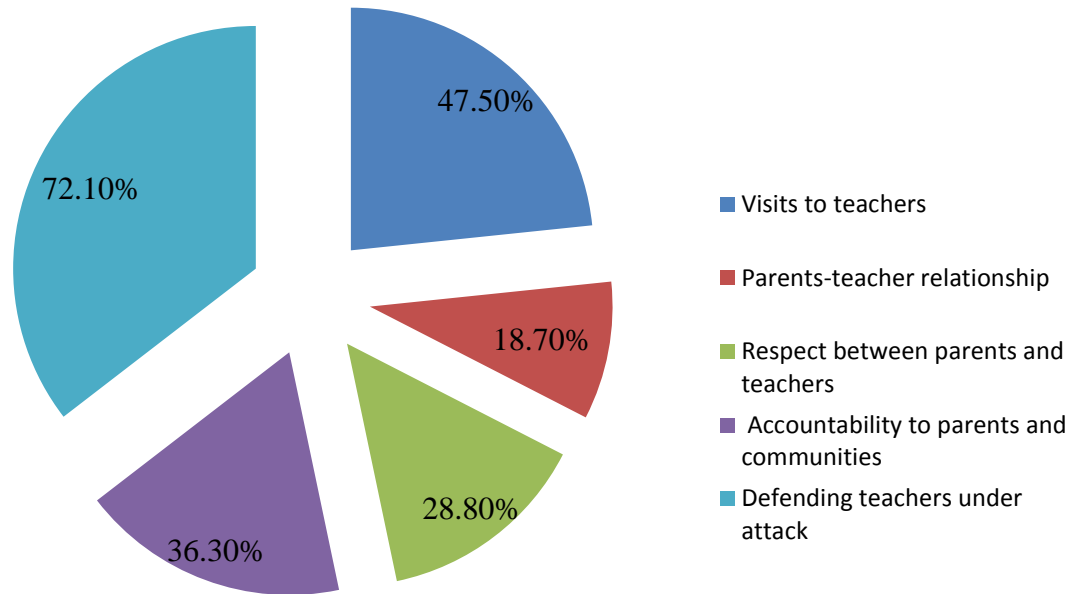
said that any community member who interfered with the peace of a teacher was invited to chief palace and disciplined appropriately.

More so, majority 74(65.7%) of the respondents agreed that parents and communities help teachers in farming and other economic activities. Responses from interview, reported that actually most teachers had acquired land in their school communities for the purpose of farming which the parents and communities do support them in terms of labour. The investigator also observed this during the identification of the research problem. The investigator observed on daily bases, a situation where some teachers were engaged in farming and petty trading during interactional hours at the expense of teaching in schools. They also engaged some of the students to help them on their farms and other works.

On the contrary, majority 72(64.5%) of the respondents stated that parents and communities offer little support to teachers in terms of cash or kind. But the interview's responses objected that parents do contribute money for teachers that were not on government's pay roll and teacher trainees as well. In the interview with PTA/SMC executives, it was revealed that parents were tasked to pay for examination fees, utility bills and computer levies in some schools. They felt these were related to teachers' welfare. They also said all of these levies were charged due to the delay in releasing the capitation grant for the schools. The PTA/SMC executives indicated that parents were always ready to support the schools in whatever way they could in order to promote effective teaching and learning. On the issues of food majority 66(59.3%) of the respondents said parents and communities were not supporting teachers with food. while, a good number 64(57.4%) of the respondents said parents and communities'



motivation for teachers was very low. Probably, parents have the notion that government has been paying teachers, so they do not need to give extra motivation to teachers.



**Figure 4.8: Parents and Communities Concern for Teachers**

**Source: Fieldwork, 2016**

Majority 81(72.10%) of the respondents (as shown in Fig.4.8) stated that parents and community members defend teachers under attack and create violence free environment for the teachers in the communities and the schools.

Apart from parents and community members defending teachers under attack the rest of their concern for teachers were low. More so, minority 55(49.5%) of the respondents agreed that parents and community members visit teachers at home while majority disagreed. Parents and communities concern for teachers can contribute to improve regularity of teachers in the schools, lesson delivery, parent-teacher relationship, school community relationship and the integrity of teaching as a profession (Mominai, Stephen



& Mundy, 2014). Again, 41(36.3%) of the respondents indicated that teachers were accountable to parents and communities against the will of majority respondents. But, Akyeampong in (2004) stated that the School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) were introduced after FCUBE program in order to entrust holistic management of schools in the hands of parents and communities. The School Performance Appraisal Meeting (SPAM) Policy was also introduced to hold teachers accountable to the parents and communities at the local levels. Also, parents and community members were not giving maximum respect to teachers against few respondents 32(28.8%) who said there were mutual respect between parents and teachers. While, 21(18.7%) of the respondents agreed that there were cordial parents-teacher relationship, but majority 91(81.3%) of the respondents disagreed that there were not cordial parents-teacher relationship.

**Table 4.10: Parents and Communities' Influence on Teacher Attendance**

Item	Yes No. (%)	No No. (%)
Communities and parents involvement in schools can improve teacher attendance	75(66.7)	37(33.3)
Adult literacy of parents and community members can help in monitoring teacher attendance	97(86.6)	9(13.4)
Parents and community member's regular visit to schools can improve the attendance	110(98.1)	2(1.9)
Parents and community members awareness of teacher absenteeism in schools	29(25.9)	83(74.1)
Parents and communities involvement in the payment of teachers' salaries	35(31.5)	77(68.5)

**Source: Fieldwork, 2016**

Research findings indicated in Table 4.10 showed that effective parental and community involvement in schools can influence teacher attendance. Majority 75(66.7%) of the



respondents shared this view that parental and community involvement in schools can influence teachers' punctuality and regularity. Most 110(98.1%) of the respondents accepted that parents and community members' regular visit to schools improve teacher presence in schools. Responses from the interview also revealed that most of the teachers intentionally absent themselves because they feel that parent will not visit the school to find out what is going on. They stated that responsibilities in the schools should be shared responsibilities between government and parents. They added that SMCs and PTAs work collaboratively with the government and schools to deal with disciplinary issues. They also reported that disciplinary cases involving teachers and pupils were dealt with by the SMCs in schools. Cases like absenteeism of teachers, truancy of pupils and other matters that were brought to their attention. They indicated that matters beyond their handling, were handled by the District Education Directorate.

Also, results shown in Table 4.10 revealed that implementing adult literacy programmes for parents and community members can help parents in monitoring teacher attendance. As expressed by Uemura (1999) that ignorance or low awareness of importance of education in human development and high illiteracy rate of the parents deterred them from school involvement and monitoring cannot be effective if parents are not willing to involve in the schools.

Results indicated in Table 4.10 showed that parents and communities members were not aware of teacher absenteeism in the study area. The data showed that, majority 83(74.1%) of the respondents were of the opinion that parents and communities members were not aware of teacher absenteeism in schools. It is also seen that majority 77(68.5%) of respondents said parents and communities should not be involved in the



payment of teachers' salaries. Responses from interview revealed that there was a lot of favoritism in the district which will not solve the problem of poor teacher attendance if parents are involved in the payment of teachers' salaries.

**Table 4.11: Other Involvement Issues and the Teacher Attendance**

Item	Agree	Disagree
	No. (%)	No. (%)
Involving of parents and communities in monitoring and supervising teachers will improve attendance	53(47.3)	59(53.7)
The level of teacher absenteeism in the rural areas are high because parents are less involved in schools	62(55.4)	50(44.6)
Community recruited teachers attend school regularly than government teachers.	40(35.7)	72(64.3)
Teacher attendance is totally dependent on communities and parents awareness of the importance education	29(25.9)	83(74.1)
Communities and parents that show little concern for their teachers records high absenteeism	77(68.5)	35(31.5)
Parents and communities can monitor teachers effectively than GES.	33(29.5)	79(70.5)

**Source: Fieldwork, 2016**

Table 4.11 shows how parents and communities' involvement influence teacher attendance. The results from 62(55.4%) of respondents revealed that the level of teacher absenteeism in the rural areas are high because parents were less involved in schools. This supported the study conducted by the Northern Network for Education Development (NNED) and Danish International NGO (IBIS) (2010) in Northern and Upper East regions of the country which discovered that there was massive teacher absenteeism in the regions to the extent that teachers virtually abandon schools in rural communities. However, it is also observed from the Table 4.11 that communities and



parents that show little concern for their teachers record high absenteeism as indicated by 77(68.5%) respondents.

Again, 53(47.3%) of respondents agreed that the SMCs/PTAs would be able to monitor teacher attendance effectively and slight majority 59(53.7%) of the respondents disagreed. On the comparison between parents and GES monitoring, 79(70.5%) of the respondents stated that parents and communities cannot monitor teachers effectively than GES. Similar study was conducted by Cilliers, Kasirye, Leaver, Serneels and Zeitlin (2013) in Uganda on improving teacher attendance using a locally managed monitoring scheme in Ugandan primary schools. The study uses different stakeholders as monitors in terms of their ability to induce higher teacher presence at a low cost. The study indicated that parents monitoring improves teacher attendance and also most cost-effective of the other monitors but stated that parents have little knowledge about teacher absenteeism hence understate teacher absenteeism. These findings seem to be in conflict with the respondents' responses. Moreover, the majority 83(74.1%) of the respondents said teacher attendance is not totally dependent on communities and parents' awareness of the importance of education.



**Table 4.12 2013/2014, 2014/2015 and 2015/2016 Records of Parental and Community Involvement in the Three Schools**

<b>School</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
<b>D/A JHS</b>			
SMC meetings hold	1	0	0
PTA meetings hold	1	1	2
Projects undertaken by parents	0	0	0
<b>PRESBY JHS</b>			
SMC meetings hold	1	0	1
PTA meetings hold	2	3	2
Projects undertaken by parents	1	0	0
<b>GBINTIRI JHS</b>			
SMC meetings hold	0	1	0
PTA meetings hold	1	1	1
Projects undertaken by parents	0	1	0

**Source: school records, 2016**

The table 4.12 above, represents yearly records of parental and community involvement in the three Junior High Schools in 2013/2014, 2014/2015 and 2015/2016 academic years. The result in the table revealed that PTAs in the three schools usually hold their meetings at least once or more in every academic term. But the Presby JHS holds frequent PTAs meetings than the other two schools. However, the SMCs seem to be dormant in the three study schools as shown in the table above. Meanwhile, SMCs are rather supposed to be involved in day- to- day management of the schools. Upon the interrogation with the Presby JHS head teacher, he said parental and community involvement in the school is different from other schools because NGOs and





Presbyterian Church of Ghana had contributed to help in the running of the school. The parents and communities also contributed little in terms of school projects.

**Table 4.13: Attendance Trend of Teachers at the Three Study Schools from 2013/14 Academic year to 2015/16 Academic year**

School	Percentages of teacher attendance in 2013/14 (%)			Percentages of teacher attendance in 2014/15 (%)			Percentages of teacher attendance in 2015/16 (%)		
	1 <sup>ST</sup> Term	2 <sup>nd</sup> Term	3 <sup>rd</sup> Term	1 <sup>ST</sup> Term	2 <sup>nd</sup> Term	3 <sup>rd</sup> Term	1 <sup>ST</sup> Term	2 <sup>nd</sup> Term	3 <sup>rd</sup> Term
D/A JHS	80.5	83.4	79.7	82.5	82.7	80.5	82.5	84.5	83.9
PRESBY JHS	81.3	84.0	80.3	83.3	84.3	83.9	85.3	86.7	84.3
GBINTIR I JHS	75.6	79.0	73.6	75.6	80.6	82.6	79.9	81.6	82.4

**Source: school records, 2016**

The data in Table 3.13 showed the attendance trend of teachers at the three study schools. The results revealed that there was a considerable improvement of teacher attendance over the years. For instance, in 2013/2014 academic year, the average attendance of the teachers in the three schools was 79.7%, in 2014/2015 academic year, the average attendance of the teachers in the three schools was 81.8% while in 2015/2016 academic year, the average attendance of the teachers in the three schools was 83.5%. Even though there was general improvement of teacher attendance, it could be observed that Presby JHS recorded more improvement of teacher attendance as compared to the other two JHS. This could be attributed to the high parental and



community involvement in the school than the other two JHS. However, in every second term, there were always marginal high teacher attendance in the three JHS than the first term and third term. It could be observed that the average attendance of teachers for each term in academic year were 79.1%, 82.1% and 77.9% in 2013/2014, 80.5%, 82.5% and 82.3% in 2014/2015 whereas in 2015/2016 was 82.7%, 84.3% and 83.5%, respectively. This improvement could also be attributed to the various extra curricular activities in the study area. The soccer and athletic competitions in the district usually take place in the third term. Notwithstanding the disparities, there was a clear correlation between parental and community involvement in schools and teacher attendance. Generally, it could be observed from the table 12 and 13 that over the years presby JHS has best parental and community involvement and best teacher attendance. It can therefore be said that the parental and community involvement in schools as an alternative strategy for improving teacher attendance has yielded positive results.

#### **4.3.13 Challenges in the Parental and Community Involvement in Schools**

This section presents the findings on question 3 as follows:

Question 3: What are the challenges that have hindered the involvement of parents and communities in schools in the East Mamprusi District?

The discussion on this section focuses on the freedom of expression in PTA/SMC meetings, factors that influence parents and communities' involvement in schools and challenges hindering involvement of parents in schools.



#### 4.3.14 Freedom of Expression in PTA/SMC Meetings

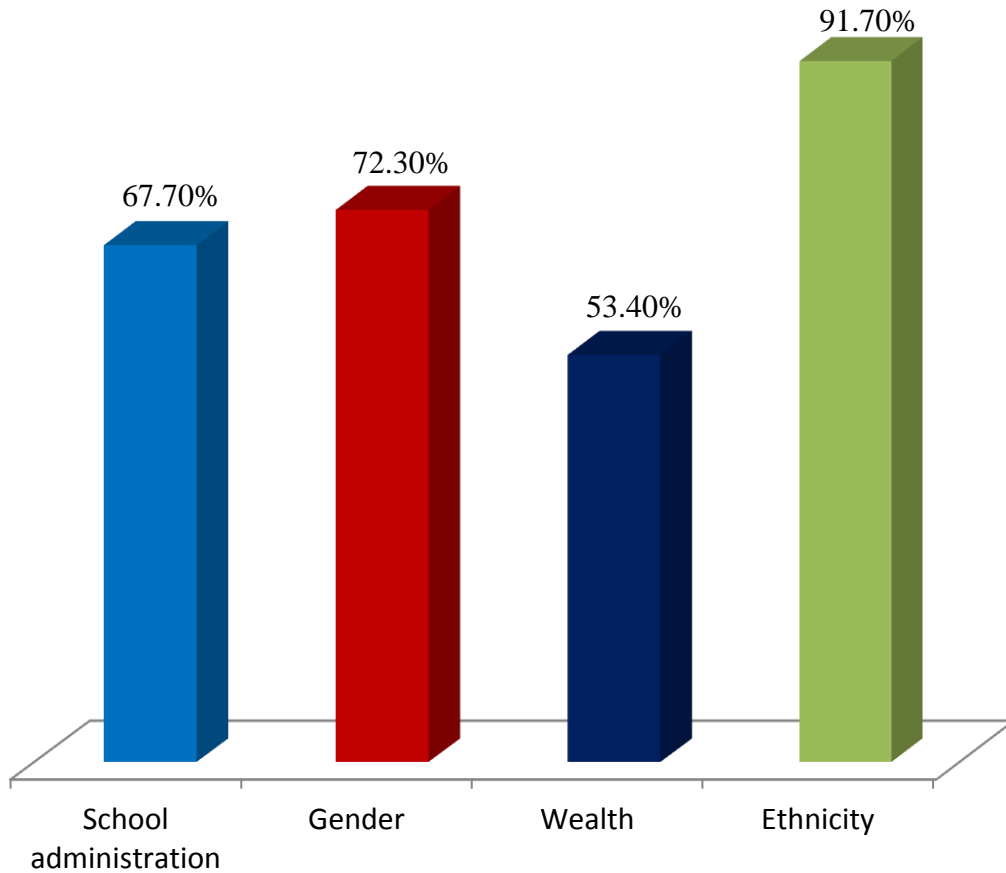
Information regarding to the freedom of expression in PTA/SMC meetings of the participants is presented in Table 4.14. As indicated in the table, 99(88.4%) of the respondents agreed that there was freedom of expression in PTA/SMC meetings, whilst insignificant number of 13(11.6%) said there was no freedom of expression in PTA/SMC meetings. Freedom of expression is an element of democracy. Teye (2012) observed that allowing democracy in involvement can improve participation in schools' activities. Again, majority 88(78.7%) of the respondents indicated that co-operation between teachers and the parents can enhance parental and community participation in schools. Epstein in (1987) stated that there is the need for cooperation between teachers and communities. Twenty-five (22.3%) responded that co-operation between teachers and the parents can enhance parental and community participation in schools.

**Table 4.14: Freedom of Expression in PTA/SMC Meetings and Co-operation**

Item	Yes	No
	No. (%)	No. (%)
Freedom of expression in PTA/SMC meetings	99(88.4)	13(11.6)
Co-operation between teachers and the parents	88(78.7)	25(22.3)

**Source: Fieldwork, 2016**





**Figure 4.9: Factor that Affect Parents and Communities Involvement**

**Source: Fieldwork, 2016**

Results in Fig 4.9 showed the factors that affect parental and community involvement in schools within the study area. Majority 76(67.7%) of the respondents (as shown in Fig.4.9) stated that school administration affects parental and community involvement in schools. The interview responses also supported their motion and further mentioned that dependency of PTAs and SMCs on school administration was one of the major challenges of parental and community involvement in schools. In critical observation in the study area, the PTAs and SMCs which were representative groups of parents and

communities were totally dependent on the schools and have no autonomic decision. This dependency may hinder certain duties and responsibilities such as monitoring and supervising because the schools will not be willing to invite them to monitor and supervise their work. For instance, PTAs and SMCs meetings in the study area were being organised by the school administrations. The schools decide on whether to organise the meetings for the PTAs and SMCs or not and if the schools do not organise meetings for them, there will not be any PTA or SMC meeting in the schools. Also, 81(72.3%) of the respondents said gender affect parental and community involvement in school. According to Uemura (1999), females are usually vulnerable in societies and require support to be able to pursue their duties and responsibilities. In the study area culture does not permit females to occupy certain positions in schools. For instance, SMCs and PTAs executives are always being chaired by men only. More so, wealth was another factor that the respondents said it can negatively affect parental and community involvement in school as shown by majority 60(53.4%) in Fig 4.9. Further, ethnicity was also identified as a problem that confronted parental and community involvement in school in the East Mamprusi district. Majority 103 (91.7%) of the respondents agreed that ethnicity was a problem.



**Table 4.15: Challenges Hindering Involvement of Parents in Schools**

Item	Agree	Disagree
	No. (%)	No. (%)
Socio- cultural barriers	79(70.5)	33(29.5)
Language barriers	93(83.3)	19(16.7)
Lack of committed SMC/PTA executives	74(65.7)	38(34.3)
Lack of exposure and experience on public affairs	40(35.8)	72(64.2)
Lack of confidence and trust in schools	23(20.6)	89(79.4)
Low co-operation from government	89(79.7)	23(20.3)
Lack of awareness on the value of community involvement	92(82.5)	20 (17.5)
Low commitment on the part of parents	62(55.4)	50(44.6)
Weak democratic tradition	58(51.7)	54(48.3)
Community attitude towards education	81(72.0)	31(28.0)
High level of illiteracy	76(68.3)	36 (31.7)
High level of poverty	82(73.3)	30(26.7)

**Source: Fieldwork, 2016**

Research findings in Table 4.15 revealed that the following challenges were encountered in the parental and community involvement in schools in the East Mamprusi District:

Socio-cultural barriers were identified as a problem that confronted the parental and community involvement in schools in the East Mamprusi District. Majority 79(70.5%) of the respondents agreed that socio-cultural barriers were problem. Again, most 93(83.3%) of the respondents agreed that language barriers were challenge in parental and community involvement in schools.

Research data in Table 4.15 revealed that commitment on the part of SMC/PTA executives, low co-operation from government and lack of awareness on the value of community involvement were also challenges confronted parental and community involvement in schools. Majority (65.7 %), 79.7% and 82.5% of the respondents,



respectively agreed that these were the challenges in parental and community involvement in schools.

Moreover, data in Table 4.15 revealed that low commitment on the part of parents and teachers was a problem confronted in parental and community involvement in schools. Majority 62(55.4%) of the respondents agreed that the low commitment on the part of parents and teachers was a challenge in parental and community involvement in schools in the East Mamprusi District.

Weak democratic tradition was also identified as a challenge in parental and community involvement in schools. Majority 58(51.7%) of the respondents agreed that weak democratic tradition was a challenge. Again, majority 81(72.0%) of the respondents agreed that Community attitude towards education was another problem. High level of illiteracy and poverty were also identified by respondents as problems confronted in parental and community involvement in schools as indicated by 76(68.3%) and 82(73.3) respondents, respectively. These findings were consistent with World Bank study of social assessment on EDUCO, community managed-schools, in El Salvador, Pena (1995) that high illiteracy rate among parents has always generates comparisons between formal and informal education which normally make it difficult to specify their duties and responsibilities from that of teachers hence works independently. Meanwhile, Teye (2012) also observed that the following practices were likely to be some of the challenges hindering parental and community involvement in schools. These include: failure to allow democracy in participation; partisanship in school governance; societal values; difference in mother tongue; lack of information and communication skills; loss of interest and hope. The rest are low knowledge about parental and community



involvement; negative perception that schools are owned by government and community has no hand in school management; modernization (frequent educational reforms); lack of education; poor economic conditions; ethnicity and parallel cultures.

However, it was revealed from the findings that lack of exposure and experience on public affairs and lack of confidence and trust in school were not problems. Most 72(64.2%) and 89(79.4%) of the respondents disagreed that lack of exposure and experience on public affairs and lack of confidence and trust were not problems that may hinder parental and community involvement in schools.





## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter discusses the summary, conclusions and recommendation of the study.

#### 5.2 Summary of the Study

The study set out to investigate the impact of parental and community involvement in schools on teacher attendance in the East Mamprusi District employed a survey design. Also, it used mixed method which included both qualitative and quantitative approaches. The sampled population for the study comprised one hundred and twelve (112) JHS teachers, 15 SMC/PTA executives and 12 GES officers in the East Mamprusi District. Cluster sampling technique was used to sample circuits; simple random sampling technique was used to sample schools, teachers, PTA executives and GES officers. Convenience sampling technique was used to sample head teachers while purposive as well as systematic sampling techniques were used to sample parents. Questionnaire and interview were the instruments used for collecting data. Questionnaire was used to collect quantitative data from teachers (including head teachers) and parents while interview was used to collect qualitative data from SMC/PTA executives and GES officers. Results obtained from the questionnaire were fed into SPSS version 20 for analysis and results from interview were transcribed and analysed descriptively.



### 5.3 Key Findings:

- Parents and communities were involved in schools' management as indicated by the respondents (more than 85%).
- There were PTAs and SMCs representations in the schools and their patronage in meetings were high.
- PTAs/SMCs were holding meetings in the schools and freedom of expression were allowed in their meetings.
- Participation of the SMCs and PTAs in decision making in the schools was encouraging.
- Parents and communities' participation in school activities were good but showed little concern in communal labour.
- Parents and communities need to take up the role of monitoring, supervising and provision of accommodation to help teachers stay in their communities.
- Helping communities in sensitisation and parent education programmes (computer literacy and mathematics) can enhance parents' skills and self-efficacy.
- Effective parental and community involvement in schools can be achieved through sustaining parent-teacher-children communication.
- Cooperation between the various stakeholders in education can promote effective parental and community involvement.
- Parents and communities support teachers with accommodation and farming but do not support them in terms of food and money.
- Parents were not visiting teachers at home and showed no respect to them.



- Parents' presence in school can improve teacher attendance and also drawing parents' attention to teacher absenteeism.
- Government should not involve parents in the payment of teacher's salary due to favoritism.
- Teacher attendance is poorer in rural communities than urban communities due to low parental involvement in schools.
- Parents and communities monitoring and supervising of teachers cannot be effective than GES.
- Effective parental and community involvement in school can improve teacher attendance.
- Age, gender, ethnicity, language, culture and race can affect parental and community involvement in schools.
- Lack of co-operation from government and committed SMC/PTA executives were other challenges confronted by parental and community involvement in schools.
- Lack of awareness on the value of community involvement and commitment of parents can hinder parents and communities' involvement in schools.
- High level of illiteracy and poverty were also key factors that can hinder parental and community involvement in schools.
- Community attitude towards education and weak democratic tradition were also factors militated against parental and community involvement in schools.



## 5.4 Conclusions

Based on the findings, the following conclusions were arrived at;

Parents and communities were involved in school management. However, parents and communities were not well informed about educational policies and had no in-depth knowledge of their duties and responsibilities which reduced their impact on teacher attendance.

The study revealed that there were formal structures such as PTAs and SMCs in the schools for effective involvement. The PTAs and SMCs were organizing their meetings inconsistently and less effective on their duties and responsibilities. They were only exercising their mandatory right because the Ministry of Education expects parents and school-communities to be involved in schools.

Initiatives such as cooperation between the various stakeholders in education, incorporating culture of the community in extracurricular activities and mutual government-parent-teacher relationship could promote effectiveness of parents and communities in schools.

It was also found out that the SMCs and PTAs were much involved in decision making concerning infrastructure and teachers' accommodation and rather pay little attention to enrolment as well as lesson delivery and child learning in the schools which can compromise quality of education in the area because students' poor performance in BECE over the past few years in the study area had been a matter of concern.

It was further found that helping the communities in parent education programmes (computer literacy and mathematics) can enhance parents' skills in monitoring and



supervising. The prevalent of illiteracy in the study area had made people to doubt parents' ability to monitor teachers.

It was evident that parental and community involvement in schools can improve teachers' presence in schools. This can be traced from school records of Gambaga Presby JHS where parents and communities were more involved in the school, the teacher attendance was also better than the other schools. Therefore, effective parental and community involvement can improve teacher attendance.

Rural communities also record poorer teacher attendance than urban communities due to low parental involvement as agreed by the respondents.

Factor such as age, gender, ethnicity, language, culture, Language barriers, awareness of the value of community involvement, weak democratic tradition, illiteracy, poverty and lack of co-operation from government were identified as challenges encountered by parental and community involvement in schools.

### **5.5 Recommendations**

The following recommendations were made based on the findings of the study:

The PTAs and SMCs executives should be given effective sensitisation by the Ghana Education Service to enable them become familiar with their duties and responsibilities. If this is done, it will help them to guide parents and community members on what to do in schools.

It is also recommended that government should incorporate parents and community members in monitoring and supervision of schools and also in monitoring and supervision of teachers on a continuous basis to boost and improve their attendance.



Apart from this, parents and community members should be actively involved in the governance of schools and be at the centre of every happening in the schools.

It is also recommended that parents and communities should work hand in hand with the MoE, GES and other stakeholders to ensure effective school attendance by all teachers and effective teaching and learning in the schools.

Furthermore, government should encourage and motivate parents and community members to improve their level of involvement in schools. Moreover, every new educational policy should be tabled to parents and community members by authorities in education in order to harness their effort and support in the implementation stage.

School heads must work with the GES to sensitise parents annually on their rights, responsibilities, duties and values on parents and communities' involvement in schools.

Finally, schools and their management teams must offer parents more opportunities and representations in PTA decision making processes in the schools. Parents voices and contributions in connections with teacher attendance and absenteeism must be heard and solutions gotten to.

## **5.6 Suggestions for Further Research**

This study has looked at the impact of parental and community involvement in schools on the teacher attendance. This study is just a beginning, focusing mainly on parents and communities' involvements on teacher attendance. There are limitations to this study that suggest directions for future investigations. First, the sample size used in the investigation included only schools in East Mamprusi District from rural environment and the subsamples (parents) used were small. Future investigations need to include



other urban schools and expand to other rural settings. Secondly, more research is needed on parental and community involvement as some issues remain unclear.

However, the importance of parental and community involvement in the educational activities at the basic school level cannot be over-emphasised as it transcends and includes the involvement of the community in the education of the child as relates to the rebuilding/strengthening of a fragmented society and the salvaging of the future of a nation.



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## APPENDICES

### UNIVERSITY FOR DEVELOPMENT STUDIES

#### FACULTY OF EDUCATION

### APPENDIX A: RESEARCH QUESTIONNAIRE FOR TEACHERS AND PARENTS

#### INTRODUCTION

I would be sincerely grateful for your help if you could complete this questionnaire for me. The purpose of the questionnaire is to assess *the impact of prenatal and community involvement in schools on teacher attendance in Junior High Schools in the East Mamprusi District of the Northern Region of Ghana*. The study is solely for academic purpose and for this reason, you are assured of confidentiality and anonymity with regards to any information you provide.

#### SECTION A:

##### Background information

*Tick where appropriate*

1. Sex of respondents. Male  Female

2. Age of respondent.

15—24  25--- 34  35--- 44  45--- 54  55--- 64+

3. What is your educational background?

Secondary certificate  Cert A  diploma certificate  Degree  Master's Degree

4. What is your employment status?

Government employee  Farmer  Trader  Unemployed  Any other (specify).....

5. Religious background:

Christian  Moslem  Traditional worship



**SECTION B:**

**Effectiveness of parental and community involvement in schools**

*Tick where appropriate*

***Level of Involvement in School Management***

6. Are parents and communities involved in management or running of the schools?

Yes [ ] No [ ]

7. If yes to (6) above, do you have PTA and SMC in place in the schools?

Yes [ ] No [ ]

8. Do parents patronage PTA meetings? Yes [ ] No [ ]

9. How is PTAs/SMCs holding their meetings in the schools?

Consistent [ ] inconsistent [ ]

10. How is the nature of parents and communities visit to school?

Regular [ ] irregular [ ]

***Involvement of parents and communities in Decision Making***

Please, response to each statement below by ticking Very High= 1, High= 2, Low= 3 and Very Low = 4 in questions 11 to 15

Statement	Level of agreement			
	1	2	3	4
11. Involvement of SMC/PTA in decision making				
12. Involvement of SMC/ PTA in decision making about teaching and learning				
13. Acceptance of suggestions from parents/communities				
14. Involvement of PTAs in taking decision about enrolment				
15. Involvement of SMC /PTA in taking decision about infrastructure				



***Involvement of parents and communities in school activities***

16. What is the level of parents' participation in school activities?

High [ ] Low [ ]

17. Indicate the level of willingness of parents and community members to offer help to school. High [ ] Low [ ]

Please, tick: Very High= 1, High= 2, Low= 3 and Very Low = 4 in questions 18 to 22.

Statement	Level of agreement			
	1	2	3	4
18. The participation of the parents in providing school building (class room and office) for pupils and teachers				
19. The community's participation in providing portable water				
20. The community's participation in communal labour				
21. The community's participation in carrying out minor repairs in schools.				
22. The community's participation in school games				

***Involvement of parents and communities in teaching and learning***

Tick where appropriate in questions 23 to 27.

Statement	Level of agreement			
	1	2	3	4
23. Provision of supplementary teaching and learning materials to the school by the community				
24. Monitoring of school children to study after school hours				
25. The community's role in ensuring pupils attendance				
26. Community's interference in teaching and learning				
27. Community's participation in providing adequate furniture for teaching and learning,				

Note: Very High= 1, High= 2, Low= 3 and Very Low = 4





***Enhancing effectiveness of involvement***

Please indicate, by ticking, your level of agreement to the following statements in questions to whether these factors will promote effective parental and community participation.

Statement	Level of agreement			
	1	2	3	4
28. Sharing of information (effective parent-teacher-children communication about schooling)				
29. Consultation with community leadership				
30. Collaborative work				
31. Ownership of the school				
32. Sensitising parents to their duties and responsibilities				
33. Engaging parents in education programmes (computer literacy and mathematics)				
34. Motivation of parents				
35 Incorporating culture of the community in extracurricular activities				
36. Forming school supportive groups using parents and community members as leaders				

Note: strongly agree =1, agree =2, disagree =3 and strongly disagree =4



**SECTION C:**

**Influence of parental and community involvement on teacher attendance**

Please indicate, by ticking, your level of agreement to the following statements.

Statement	Level of agreement			
	1	2	3	4
<b>Parents and communities support to teachers</b>				
37. Donating cash or kind to teachers				
38. Providing food for teachers				
39. Provision of accommodation				
40. Helping teachers in farming and other economic activities				
41. Motivation of teachers by parents				

Note: strongly agree =1, agree =2, disagree =3 and strongly disagree =4

Please indicate, by ticking, your level of agreement to the following statements in questions below:

Statement	Level of agreement			
	1	2	3	4
<b>Parents and communities concern for teachers</b>				
42. Regularity of community members visit to teachers at home				
43. Parents-teacher relationship				
44. Respect between parents and teachers				
45. Teachers accountable to parents and communities				
46. Defending teachers under attack				

Note: strongly agree =1, agree =2, disagree =3 and strongly disagree =4



**Parents and communities’ influence on teacher attendance**

47. Do you agree that communities and parents’ involvement in schools can improve teacher attendance? Yes [ ] No [ ]

48. Adult literacy of parents and community members can help in monitoring teacher attendance. Yes [ ] No [ ].

49. Parents and communities’ non-involvement in the payment of teacher’s salary is the cause of poor attendance of teachers. Yes [ ] No [ ]

50. Can parents and community member’s regular visit to schools improve the attendance of teachers? Yes [ ] No [ ]

51. Do parents and communities’ members aware of teacher absenteeism in schools?  
Yes [ ] No [ ]

Please indicate, by ticking, your level of agreement to the following statements in questions (Note: strongly agree =1, agree =2, disagree =3 and strongly disagree =4)

Statement	Level of agreement			
	1	2	3	4
52. Involving parents and communities in monitoring and supervising of teachers will improve attendance				
53. The level of teacher absenteeism in the rural areas are high because parents are less involved in schools				
54. Community recruited teachers attend school regularly than government teachers.				
55. Teacher attendance is totally dependent on communities and parents awareness of the importance education				
56. Communities and parents that show little concern for their teachers records high absenteeism				
57. Parents and communities can monitor teachers than GES.				



**SECTION D:**

**Challenges faced by parental and community involvement in schools.**

58. Do all participants in PTAs/SMCs meetings allow to speak? Yes [ ] No [ ]

59. Co-operation between teachers and the parents can enhance parental and community participation in schools. Yes [ ] No [ ]

Please, response to each statement below by ticking Very High= 1, High= 2, Low= 3 and Very Low = 4

Statement	Level of agreement			
	1	2	3	4
<b>Factor the affect parents and communities involvement</b>				
60. School administration				
61. Gender				
62. Wealth				
63. Ethnicity				



Please, response to each statement below by ticking Very High= 1, High= 2, Low= 3 and Very Low = 4 to the level of how negatively these factors affect parental and community involvement in question 64 to 75.

Statement	Level of agreement			
	1	2	3	4
64. Socio- cultural barriers				
65. Language barriers				
66. Lack of exposure and experience on public affairs				
67. Lack of confidence and trust in school				
68. Lack of awareness on the value of community involvement				
69. Weak democratic tradition				
70. Community attitude towards education				
71. High level of and illiteracy.				
72. High level poverty				
73. Low co-operation from government				
74. lack resources				
75. Lack of committed (SMC/PTA executive)				

**THANK YOU FOR YOUR CO-OPERATION**



**FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATION, TAMALE**

**APPENDIX B: INTERVIEW GUIDE FOR SMC/PTA EXECUTIVES AND GES OFFICERS**

Dear Sir/Madam,

The following are interview items on *the impact of prenatal and community involvement in schools on teacher attendance in junior high schools in the East Mamprusi District of the Northern Region of Ghana*. You are kindly requested to spend few minutes of your time to respond the interview items to the best of your ability and in truth. Your responses will be treated with utmost confidentiality and it is strictly for academic purposes on this course. Your cooperation will be highly appreciated.

Thank you in advance for your responses.

What is your opinion about the effectiveness of parental involvement in schools?

.....  
.....

What are your roles as an/a SMC/PTA executive member?

.....  
.....  
.....

Do you think all SMC/PTA and parents perform their duties and responsibilities in schools?

.....  
.....

What are the roles as an/a SMC/PTA executive member or parent to enhance teacher regularity?

.....  
.....  
.....



Please can you tell me how the SMC/PTA can improve teacher attendance to school?

.....  
.....

Does your ward ever report his/her teacher's absent from school to you? Yes [ ] No [ ].

If yes what was your reaction?

.....  
.....  
.....

What is your contribution so far as teacher attendance is concern?

.....  
.....

What challenges do SMC/PTA and parents encounter in implementing their decisions?

.....  
.....  
.....

What do you think can be done to empower SMC/PTA members to enable them manage schools effectively?

.....  
.....  
.....

What relationship exists between the school and community?

.....  
.....  
.....

