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EXAMINING THE INFLUENCE OF PARENT-TEACHER-
ASSOCIATION'S INVOLVEMENT IN BASIC SCHOOL GOVERNANCE
AND MANAGEMENT IN THE NADOWLI-KALEO DISTRICT, GHANA

ERIC BALLANG

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ID NUMBER: UDS/ MSA/ 0200/ 15

THIS IS SUBMITTED TO THE DEPARTMENT OF SOCIAL, POLITICAL
AND HISTORICAL STUDIES, FACULTY OF INTEGRATED
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FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE
IN SOCIAL ADMINISTRATION.

OCTOBER, 2020

UNIVERSITY FOR DEVELOPMENT STUDIES



DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere:

Candidate's Signature: Date:

Name: Eric Ballang

Supervisor's Declaration

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

Supervisor's Signature: Date:.....

Name: Dr. Dominic Degraft Arthur



ABSTRACT

The study was undertaken to assess the contributions of Parent- Teacher Association to basic school management in basic schools in the Nadowli - Kaleo District of the Upper West Region in Ghana. The study was stimulated by the recent report from the District Education Directorate that the performance and infrastructural facilities in most basic schools are poor as a result of lack of motivation of communities to support the school management, absence of vibrant Parent- Teacher Associations to support the school management among others. In this study, mixed method approach with cross sectional design was adopted. The sample for the study was 200 parents and 28 key informants. Structured questionnaires, checklist and interview guide were used to collect data for the study. Data was analysed using descriptive statistics from SPSS version 20 and recorded voices from the field were transcribed and analysed based on themes and content. The study revealed that the association contributes towards activities at the basic level ranging from financial, provision of infrastructure and curriculum. Regarding the challenges faced in basic school management, it was found that the challenges facing Parent- Teacher Association were of varying degrees ranging from inability to acquire and manage funds, inadequate infrastructure and poor attitude of most parents towards curriculum and instruction due to high illiteracy and unawareness of roles and responsibilities. On strategies to curb these challenges, it was revealed that financial challenges can be solved when the Parent- Teacher Association has the ability to access funds from diversified sources, use of valid account to facilitate auditing and accounting processes and trained on financial acquisition and management. It was identified that the Parent-



Teacher Association should be proactive enough to improvise temporal facilities such as wooden structures and pavilions, voluntary provision of accommodation to teachers by community members and philanthropists, community regulation of rents and government and non-governmental agencies' interventions. On curriculum and instructional related activities, it was identified that creating the awareness of parents to know their roles, responsibilities and importance as Parent- Teacher Association members will facilitate their involvement in the schooling of their children. Based on the above findings, it was recommended that establishment of financial regulatory framework for managing Parent- Teacher Associations, motivating Parent-Teacher Association members who are committed to school, public awareness on the roles and responsibilities of Parent- Teacher Association members and Inclusive Educational Policies Formulation should be used to solve the challenges militating against the effective involvement of P.T.A in the management and governance of basic schools in the Nadowli - Kaleo District of the Upper West Region in Ghana.



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DEDICATION

This work is dedicated to Mr. Samuel Kojo Ballang and Mrs. Bernice Afua
Nayirima Ballang for your support in diverse ways throughout my education.



TABLE OF CONTENTS

DECLARATION	i
ABSTRACT	ii
DEDICATION	iv
TABLE OF CONTENTS	vi
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
LIST OF PLATES	xi
LIST OF ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Background of the Study	1
1.1 Problem Statement	4
1.2 Research Questions	7
1.2. 1 Sub-research questions	7
1.3 Research Objectives	7
1.3.1 Sub-research objectives	7
1.4 Significance of the Study	8
1.5 Delimitation of the Study	8
1.6 Limitations of the Study.....	9
1.7 Organisation of the Study	9
CHAPTER TWO	11
LITERATURE REVIEW	11
2.0 Introduction.....	11
2.1 Theoretical Frameworks Underpinning the Study	11
2.1.1 Social practice theory.	11
2.2 Conceptual issues of the study.....	15
2.2.1 School governance	15
2.2.2. Parent- teacher association (P.T.A).....	17
2.2.3. Contributions of parents-teacher associations	18
2.2.4 P.T.A. and the management of basic school	19
2.2.5 Challenges encountered by P.T.A in the governance and management of basic schools	20
2.2.6 Epstein’s six types of parental involvement in schools.....	23
2.3 Empirical Review of Literature.....	25



2.4 Conceptual Framework	33
2.4.1 Conceptual framework	34
2.5 Summary of the Chapter	41
CHAPTER THREE.....	42
RESEARCH DESIGN AND METHODOLOGY	42
3.1 Introduction.....	42
3.2 Profile of the Study Area	42
3.2.1: The location and size of the research area.....	42
3.2.2: Demographic characteristics of the study area.....	42
3.2.3: The District Map of Nadowli – Kaleo.....	44
3.2.4 Educational system in the study area	44
3.3 Research design	49
3.3.1 Target population	50
3.3.2 Sampling and sample size determination	51
3.3.3 Methods and tools of data collection.....	53
3.4 Pre-testing of data collection tools.....	60
3.5 Ethical issues in the research	60
3.6 Methods of data analysis and presentation	61
3.7 Summary of the Chapter	61
CHAPTER FOUR	62
DATA ANALYSIS AND PRESENTATION	62
4.0 Introduction.....	62
4.1 Demographic Characteristics of the Respondents	62
4.2. Analysis Pertaining to Research Questions of the Study.....	63
4.2.1 Provision of finances to the basic schools.....	64
4.2.2 Provision of infrastructural facilities in basic schools.....	67
4.2.3: Provision of support for curriculum and teachers’ development	71
4.2.4 Curriculum and instruction.....	73
4.2.5 Financial challenges	77
4.2.6 Infrastructural challenges	81
4.2.7 Accessing Funds from Diversified Sources and financial training ..	84
4.2.8 Infrastructure prioritization and management	89
4.2.9 P.T.A broad consultation on curriculum development and participation in instruction.....	92
4.3 Summary of the chapter	97



CHAPTER FIVE	98
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	98
5.1 Introduction	98
5.2 Summary of Key Findings	98
5.3 Conclusion	103
5.4 Recommendations	105
5.5 Suggestions for Further Research	106
REFERENCES	108
APPENDIX A.....	131
APPENDIX B	134



LIST OF TABLES

Table 3.1: Number of public schools by level.....	46
Table 3.2: Number of circuits and schools in the District	47
Table 3.3 Enrolment and Staffing in Basic schools.....	49
Table 3.4: Sampling and Sample Size	53
Table 4.1: Demographic Characteristics of Respondents.....	62
Table 4.2: Financial Contributions of the P.T.A to the Basic School	64
Table 4.3: P.T.A Contributions to Infrastructural Development in the Basic School Level	68
Table 4.4: Contributions of P.T.A. to Curriculum Activities and Teachers Development in Basic Schools	71
Table 4.5: Challenges P.T.A faces in supporting Teaching	76
Table 4.6: Infrastructural challenges	81
Table 4.7: Strategies to address the infrastructure and curriculum and instruction challenges facing P.T.A in the governance and management of Basic Schools.....	87



LIST OF FIGURES

Figure 2.1 P.T.A. Contributions in the Governance and Management of Basic Schools.....34

Figure 3.1: Map of Nadowli-Kaleo District.44

Figure 4.1 P.T.A challenges in curriculum and instruction.....73

Figure 4.2: Financial Related Challenges face by P.T.A.....78



LIST OF PLATES

Plate 1.0: Charikpong-Saan Primary School Block in a deplorable state.....70

Plate 2.0: Charikpong-Gabilee Basic School kitchen in a deplorable state.....83



LIST OF ACRONYMS

BECE	Basic Education Certificate Examination
BoM	Board of Management
COE.....	College of Education
CPC.....	Community Participation Coordinator
CS.....	Circuit Supervisor
CSs.....	Circuit Supervisors
FCUBE.....	Free Compulsory Universal Basic Education
FGD.....	Focus Group Discussion
GES.....	Ghana Education Service
GpEG.....	Global Partnership for Education Grant
HoDs.....	Head of Departments
ICT.....	Information and Communication Technology
JHS.....	Junior High School
KCPE.....	Kenya Certificate of Primary Education.
KG.....	Kindergarten
MOE.....	Ministry of Education
NGOs.....	Non-Governmental Organisations
P.T. A.....	Parent– Teacher Association
P.T.As.....	Parent– Teachers Associations
PRIM.....	Primary
SMC.....	School Management Committee
SHS.....	Senior High School
SMCs.....	School Managements Committees
SPEC. SCH.....	Special Schools



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- SPSS.....Statistical package for social sciences
- TVET.....Technical and Vocational Education and Training.
- U.S.....United States
- UNESCO.....United Nations Educational, Scientific and Cultural
Organization
- UNICEF.....United Nations International Children’s
Emergency Fund
- USAID.....United States Agency for International
Development

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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Worldwide, parents' involvement in school governance and management has received scholarly attention in recent times (Edwards & Redfern, 2017). According to Edwards and Redfern (2017), Parent- Teacher Association (P.T.A) is conceptualised as a group of people who deliberately come together to mobilize resources either actively or inactively to enhance the achievements of the goals and objectives of schools. Supporting the preceding standpoint, Pang (2004) opines that parents' associations bear various names in different countries. For instance, in Australia, it is called Parents and Friends Association, whilst in England, it is known as Parent-Teacher Association. In addition, in Papua New Guinea, it is termed as Parents and Citizens Association, and in Canada, it is referred to as Parents Advisory Council. According to Ismail and Abdullah (2013), parents' involvement in school governance and management helps in promoting effectiveness and efficiency in the school system. It also helps to manage children's behaviour at home such as organising and monitoring children's time and encouraging children to know the importance of education in their lives. This practice helps to improve children's learning experiences leading to improvement in their academic performance in school. Equally, Coleman (1988) has also opined that the ability of parents and school guardians to be connected together as a single entity with a common goal significantly aids in building up the hidden and glaring potentials of their children both at school and home. This indicates that when the stakeholders in an institution such as basic schools have a societal



network endowed with resources or exceptional knowledge, they are collectively mobilised to the benefit of their beneficiaries.

In practice, parents' participation in school governance and management is not a new phenomenon in African countries. A recent study of the nature of parents' participation in school administration and management revealed that parents in many parts of African countries have both actively and tremendously made significant impact in contributing to school governance and management in diverse ways. In most African countries, almost all members of a community including parents are key partners with all educational stakeholders in attempts to help improve the educational system (Duku, 2006). For example, a number of studies including Smit and Oosthuizen (2011) and Mncube (2009) have indicated that in South Africa, P.T.A has been involved in providing hygienic facilities including sanitation management to help improve the school settings. Equally, Benner, Boyle and Sadler (2016) also documented that P.T.A has provided a lot of support to ensure that there are high moral standards and improved academic performance among school pupils in South Africa.

In Ghana, after independence, the government under Convention Peoples' Party took over school governance and management (Essuman & Akyempong, 2011). During that period, the central government took control over the governance and management of schools. The argument was to ensure fair and equitable allocation of educational facilities throughout the country by the government. As part of the policy, the government increased the number of basic and tertiary institutions to accommodate the growing population in the



country. It was also meant to help produce more manpower to administer the vacant positions created by the colonial officials in order to work towards national development (Essuman & Akyempong, 2011). However, in the beginning of 1970s and mid-1980s, Ghana was bemoaned by educational catastrophes resulting from worldwide economic chaos, mismanagement of schools and quantitative expansion of all schools at all levels. For example, in 1985, it was observed that almost majority of Ghana's basic schools' instructors were non-professionals and almost all basic school pupils could not speak the English language and were also handicapped with certain basic literacy skills; more to the point, attrition rate of basic schools at the time was sixty (60%) percent (Nkansa-Akukwe, 2004).

In line with the preceding challenges, in 1987, the earliest reform was adopted with the primary goals of increasing school's enrolment through easy accessibility to primary education and providing schools with the necessary facilities and equipment to enhance efficiency and effectiveness, followed by the 1996 educational reforms. And all these were geared towards enhancing Ghana's socio-economic development ((Nkansa-Akukwe, 2004). As echoed in the Community School Alliance's report (2003), as part of measures to attain the aforementioned goals, parents, teachers, community opinion leaders, government and other educational key stakeholders were made to collaborate to work together as a single entity in the management of basic schools in the country (Nkansa-Akukwe, 2004). Secondly, the Free Compulsory Universal Basic Education programme was also launched in 1996 to help resolve the existing challenges facing the educational systems. This programme broadly operated under three major phases or goals as in: enhancing the quality of



teaching and learning in basic schools; improving efficiency in basic schools' administration and; improving access of stakeholders' involvement in basic schools (Akyeampong, Fobih & Koomson, 1999).

As posited by Osapah (2005), the attainment of the aforementioned third goal of the FCUBE has given the recognition and necessitation for all the stakeholders in education, most especially, parents to be actively involved in contributing in diverse ways to the school system in the country. The World Bank's (2008) study further compliments the above assertion by postulating that communities should be empowered through involvement in the education of their wards by situating parents in pivotal positions in school affairs to further enhance rural educational improvement and poverty reduction at large.

1.1 Problem Statement

In general, an interest in Parent- Teacher Association in school governance and management as a field of scholarly study has exploded in the contemporary period (UNESCO, 2011). The argument is that parents' participation in school governance and management has great positive influence towards academic performance in schools (Desforges & Abouchaar, 2003; Harris & Chrispeels, 2006). According to Houtenville and Conway (2008), in the United States of America, schools that parents actively played diverse roles in the activities of the schools witnessed overall better performance than schools with less parental roles in the governance and management programmes. Also, a research conducted by Mpiluka (2014) on how academic achievements in basic schools are influenced by the participation of parents in school activities in Matamba ward of the Makemte District in Tanzania also argued that



participation of parents in school activities has a positive influence on the performance of schools.

In Ghana, according to the Ministry of Education and the Ghana Education Service Education's Act of 1994, every basic school is obliged to target at: improving and strengthening stakeholders' participation; gathering resources to enhance effective teaching and learning and; enhancing the quality of services in schools (MoE/GES, SMC/PTA Handbook, 2001). This concern led to parents' involvement in governance and management of basic schools in Ghana (Osapah, 2005). In Nadowli – Kaleo District, parents' involvement and participation in basic school governance and management is a commonly practice in all the schools (District Education Oversight Committee, 2017). Nonetheless, their contributions towards school governance and management have not reflected on the overall infrastructural growth and development leading to inefficient and ineffective teaching and learning in schools. This phenomenon has adverse effects on pupils' learning experiences leading to poor performance in the Basic Education Certificate Examination (BECE). For example, a recent report has documented that most of the schools in the Charikpong Circuit such as Baaci, Kone, Nalibu, Daasigie, and Kpala Communities of the Nadowli-Kaleo District have dilapidated buildings and the school chairs, tables and desks are either broken or missing from the schools. Congruently, the report also revealed that some schools in Bayaaru and Surungbelee communities in the Takpo Circuit as well as Samatigu and Nimbale communities in the Kaleo Circuit in the District do not have good sanitation facilities as these facilities are poorly maintained and managed by the communities. As a result, during rainy season, some classes have to be



discontinued because of leaky roofs; thus, little academic activities are normally done during the rainy season (District Education Directorate, 2018). This problem is caused by a number of factors such as lack of motivation of communities to support the school management, absence of vibrant Parent-Teacher Associations to support the school management, irregular financial support from parents towards schools' infrastructural development and poor parental and teacher involvement in the provision of stimulating learning conditions for the children (District Education Directorate, 2018). Consistent with the preceding reports, Mpiluka (2014), and Houtenville and Conway (2008) have documented that effective and vibrant Parent-Teacher Associations in school governance and management show generally positive relationship to effective school performance. In their opinion, children who learn on efficient and stimulating school climate such as good physical facilities, spacious classrooms and efficient teaching and learning resources are more likely to perform well in school.

However, a recent report has shown that, despite the problem facing the District, there is little empirical studies that have been conducted in this area (District Education Directorate, 2018). Against this backdrop, this thesis seeks to examine the influence of the P.T.As involvement towards basic school governance and management in the Nadowli-Kaleo District and the implications on the performance of the schools. The focus of this thesis is to examine the specific contributions of the P.T.As towards basic schools' governance and management in the District and also to contribute to the existing literature on the area.



1.2 Research Questions

The main research question is to find the extent that Parent- Teacher Associations contribute to the governance and management of basic schools in the Nadowli-Kaleo District of the Upper West Region?

1.2. 1 Sub-research questions

1. How do Parent-Teacher Associations contribute to the governance and management of basic schools in the Nadowli – Kaleo District, Ghana?
2. What challenges do Parent- Teacher Associations encounter in the governance and management of basic schools in the Nadowli – Kaleo District, Ghana?
3. What strategies do the Parent- Teacher Associations employ to cope with these challenges of basic school governance and management in Nadowli – Kaleo District, Ghana?

1.3 Research Objectives

The main objective of this study is to assess the extent to which Parent-Teacher Associations contribute to the governance and management of basic schools in the Nadowli-Kaleo District, Ghana.

1.3.1 Sub-research objectives

1. To evaluate the contributions of Parent- Teacher Associations in the governance and management of basic schools in the Nadowli – Kaleo District, Ghana.
2. To ascertain the challenges facing Parent- Teacher Associations in the governance and management of basic schools in the Nadowli – Kaleo District, Ghana.



3. To analyze the strategies put in place to deal with the challenges Parent-Teacher Associations face in the governance and management of basic schools in the Nadowli – Kaleo District, Ghana.

1.4 Significance of the Study

Firstly, this study will help inform the public at large about the meaningful contributions of PTA towards school governance and management and further create public awareness on the need to have interest in the works of P.T.A.

Secondly, the study will adequately inform the government and other allied institutions on the challenges affecting the P.T.A in the governance and management of basic schools and also provide solutions towards addressing these challenges.

Thirdly, the study will provide useful and functional information for designing strategies for officials of the ministry of education to help improve basic education performance.

Finally, the report of this work will serve as a reference document to non-governmental organisations (NGOs) and individuals playing vital role in promoting educational development in Ghana.

1.5 Limitations of the Study

The subjective nature of the research tools was a major constraint to the study. Predominantly, it was established during the field work that most of the answers to questions from the respondents were produced on the basis of memory recall. This development constituted one of the basic challenges which was encountered during the field work, largely because, recall ability



usually results in incorrect answers. Nonetheless, these challenges did not affect the objectives which the researcher sets out to achieve in the study.

1.6 Delimitation of the Study

The study was restricted to the Nadowli–Kaleo District because of the researcher’s interactions with policy makers and stakeholders in the District Education Directorate coupled with the review of current and existing literature on the topic. Two prong criteria guided the selection of the district as a case study. These criteria were: firstly, District Assembly with high number of low-income workers; therefore, most parents were not ready to contribute to support the provision of infrastructural facilities in the schools in their communities. Secondly, Nadowli-Kaleo District is a District which has high number of basic schools in the communities which continue to organise classes under sheds and open space due to insufficient classroom facilities (District Education Directorate, 2018).

1.7 Organisation of the Study

This study is organised into five chapters. Chapter One is devoted for the introduction of the study. The chapter focuses on the background of the study, problem statement, research questions, objectives, significance, delimitations and limitations of the study and the organisation of the study.

Chapter Two presents the review of related literature. The chapter presents the theoretical, conceptual issues, empirical issues and conceptual framework underpinning the study. The chapter concludes with a summary.

Chapter Three is devoted for research design and methodology. The chapter focuses on the profile of the study area, research design, target population, unit



of analysis, sampling and sample size determination, methods and tools of data collection, data presentation and analysis, pre-testing and the ethical considerations of the study. The chapter concludes with a summary.

Chapter Four encompasses data presentation and analysis, major findings and discussion of the results of the study. It focuses on the main thematic areas which were developed based on the research questions of the study. The themes covered included: the demographic characteristics of the respondents, the contributions of Parent- Teacher Associations to the governance and management of basic schools and the challenges faced by the Parent- Teacher Associations in the governance and management of basic schools. In addition, it also discussed the approaches to resolve the challenges faced by the Parent-Teacher Associations. The chapter concluded with a summary.

Chapter five also dealt with summary of the study, conclusions and recommendations. The chapter presents the summary of the findings of the study. Also, conclusions derived from the results were drawn and the recommendations were offered. Suggestions for further study were also given.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature review. The review focuses on the theoretical, conceptual and empirical issues and conceptual framework. The chapter concludes with a summary.

2.1 Theoretical Frameworks Underpinning the Study

This section focuses on review of the theoretical framework underpinning the study. The review of the Social Practice Theory is relevant to the study because it anchors and guides the analysis of the study.

2.1.1 Social practice theory

The Social Practice Theory which is associated with Bourdieu (1977) is commonly used in social, management and educational discourses. The review of theory aims at providing a foundation to analyse the social institutions and their influence on basic schools. The theory explains that social actions are influenced by the relationship between the agency and structure. According to Bourdieu (1977), social action could be explained in terms of habitus, field and capital. As noted by Bourdieu (1977), before an agent plays its roles in an organisation, it has to internalise the roles in a field which forms part of the socialisation process (Bourdieu 1977). These internalised relationships and habitual expectations and relationships form the habitus (Bourdieu, 1990). Generally, the theory emphasises on both the agency and the structures but places much concentration on reconciling or merging the structure and the agency (Bourdieu, 1990).



2.1.2.1 Concept of habitus

The concept of habitus argues that how we act, perceive things, and feel is influenced by our past experiences, which is part of the habitus (Crossley, 2005). In other words, the way and manner an individual behaves and reacts are always informed and controlled by our past interactions and experiences. The question that arises therefore is looking at diverse forms of experiences of social groups constituting P.T.A, how then are they expected to act in the same way? Explaining the point further, Allan (2006) reveals that habitus does not only aid us to organise our own behaviour on the field, but aids us to accept the behaviour of others as well (Allan, 2006). Habitus is therefore identified as the product of the work of inculcation and appropriation which is required in order for those products of collective history and the objective structures to succeed in reproducing themselves more or less completely, in the form of durable dispositions (Bourdieu, 1977). As a result, the agents are permanently subjected to the same conditionings, which place them in the same material conditions of existence (Bourdieu, 1977). The use of the concept of habitus is very critical because, it helps us understand how the P.T.A contributes their roles to school management and governance. For example, in accordance with the concept of habitus, it is clear to note that efficient and effective working environment in schools is important to influence the nature of contributions to basic schools. Similarly, schools with effective P.T.As have cordial relationships and mutual responsibilities towards the efficient performance of their roles and responsibilities towards the school's management and governance.



2.1.2.2 Field

According to Allan (2006), field is a social space with its set of rules and regulations, authority and legal framework that delineates the limits of operation within the social space. As revealed by Allan (2006), the field is characterised by many positions which are occupied by the components constituting the organisation. The parameters of the field are set by the relationships between these positions. Focusing on Bourdieu's (1990) analogy of field and game, every team has a collective responsibility among the actors. At the same time, each field is characterised by conflicts and struggles for power (Farnell 2000). According to Bourdieu (1990), some of the fields may include the arts, economy, law, education and politics. In a related study, Crossley (2005) emphasised that, though there are rules of the game on the field, it is the feel of the game steered by habitual competence and know-how that determines action on the field. Bourdieu sees the relationship between habitus and field as two-fold. Firstly, the field exists only insofar as social agents possess the dispositions and set of perceptual schemata that are necessary to constitute that field and imbue it with meaning. Secondly, by participating in the field, agents incorporate into their habitus the proper know-how that will allow them to constitute the field (Bourdieu, 1977). As such, the relationship between habitus and field is that, habitus manifests the structures of the field, whereas field mediates between habitus and practice (Bourdieu, 1977).

Bourdieu (1977) clarified that the link existing between habitus and field is mutually inclusive, the field only exists when the agent is able to identify and recognise the expectations of the organisation which may manifest in its



mission statement or goals. Revelations from the study affirmed that in some schools, some members of P.T.A irrespective of their background collectively helped in the management and governance of school systems. These actors provided active roles and responsibilities on the field to ensure the development of the school.

2.1.2.3 Capital

In the views of Bourdieu, (1990) and Crossley, (2005), capital in social settings can be grouped into different forms; it could be symbolic, social, economic and or cultural. The wealth, income and financial value of goods agents have and is accrued from economic field forms the economic capital of the agent (Crossley, 2005). The measurement nature of economic capital differentiates it from the other forms of capital. From the perspective of Allan (2006), social capital is the computation of resources tangible or intangible a person or an entity gets by means of belonging to a strong network of relationships of mutual benefits or recognition. In categorising social capital, Crossley (2005) holds the view that there are at least two forms of social capital, the first being reference to social networks which are treated structurally and from the point of view of the network and the second conceptualises networks as resources from the point of view of their members (Bourdieu & Loïc, 1992). These two categories of capital were investigated by the study and it was affirmed that parents as individuals and the Parent-Teacher Associations as entities contributed in diverse ways to the management of basic schools. Capital that manifests in the form of status and recognition an agent possesses is classified as the symbolic capital. Such power deals with possession of command, authority, honour and prestige in



society (Bourdieu & Loïc, 1992). In light of this the work affirmed that chiefs, opinion leaders, assembly men and some community members in high positions used their outfits to contribute to basic schools' development in their societies. The use of Social Practice Theory is very important because it helps us in understanding social action and practice in such diverse group such as Parent- Teacher Association (P.T.A) and its nature and contributions to the management and governance of basic schools. It also helped to appreciate the perceptions and factors that influenced Parent- Teacher Associations' (P.T.As) engagement in the management and governance of basic schools in Ghana.

2.2 Conceptual issues of the study

In this study a number of conceptual issues were reviewed. They included school governance, Parent- Teacher Association, school management, contributions of Parent- Teacher Association in the governance and management of basic schools, and challenges facing Parent- Teacher Association in the governance and management of basic schools and Epstein's six types of parental involvement in schools.

2.2.1 School governance

According to Lindblad and Popkewitz (1999), governance refers to the process of distribution and production of social goods, including mechanisms of social inclusion through sets of institutions, networks, representations and actors. It aims at engaging all social groups' participation in every aspect of contemporary education for the attainment of institutional goals (Parry & Moyser, 1994). Hence, the school environment should produce the conditions for social cohesion and for the re-construction of actors to ensure that all the



social groups have access to governance in the schools (Zambeta, Askouni, Androusou, Leontsini, Papadakou & Lagopoulou, 2017). In recent times, school governance has been identified as an instrumental concept shaping all contemporary debates and discourses on the development of institutions like the school (Marphatia, Edge, Legault & Archer, 2010). This has impacted on the dynamics of policy making as well as the implementation of development programmes, resulting in an increasing trend of an engagement of the parents and the communities into school management and governance (Govinda & Bandyopadhyay, 2010). Parents' participation in school governance opens the opportunity for the social actors to deliberate and implement policies and activities to help promote teaching and learning in schools (Govinda & Diwan, 2005; Antonowicz, 2010). Similarly, Getimis and Kafkalas (2002) also revealed that the participation of parents and communities in school governance enhances institutional learning and provides avenue for parents' empowerment and access in the organisation's (schools') activities. It also enables them contribute towards promoting effective and achievable policy results for the general performance of the schools. In a related study, Govinda and Diwan (2003) opine that schools' performance improved significantly in places where parents and communities have been involved actively in school governance. This development thus compels many states in developing countries to adopt diverse ways of bringing schools and communities together through increasing emphasis on the creation and empowering of such bodies as Village Education Committees, Parent- Teacher Associations and Mother Teacher Associations in school governance and management.



2.2.2. Parent- teacher association (P.T.A)

Parents' Associations have various names in different countries all have a common goal (Pang, 2004). These may include to promote the welfare of the child and youth at school, and in the community (Prew, 2012). Equally, the steering committee in developing the Commonwealth Education Fund (CEF) also view Parent- Teacher Association as a body made up of strategic partners of the civil society that assists the government to ensure that all children have access to good quality education (Mariam, 2008).

Parent- Teacher Association, as indicated by Myeko (2000), is an art within which parents as key educational stakeholders willingly take part in all aspects of the educational arena of their wards. In enhancing quality and accessibility to education, the involvement of community members plays a paramount role and hence cannot be underestimated (Govinda & Diwan, 2005). Parent-Teacher Associations help in solving problems and issues of welfare among parents and teachers (Govinda & Diwan, 2005). In addition, the term P.T.A can be identified as a partnership of parents and school authorities with strict demarcations that are defined by the scope of operations of the school (Adelman & Taylor, 2007). To further justifying this stance, Ekundayo and Alonge, (2012) emphasized that parents are among the utmost assured experience human resources that head teachers and teachers will come across irrespective of where one works.

In reality, though the contributions of P.T.A in school governance and management is merely seen to be the presence of P.T.A in schools, helping to organize a school camp or maintain a school garden, it primarily focuses on the



quality of performance in schools through active contributions of P.T.A in school governance (Oostdam & Van Loo, 2011). In other words, parental involvement in school management and governance has a constructive effect on children's learning, motivation, well-being, learning outcomes and the general performance of the schools (Oostdam & Van Loo, 2011).

2.2.3. Contributions of parents-teacher associations

Parent- Teacher Associations provide a number of contributions towards school systems. According to Kimu (2012), P.T.A contributes financially to improve quality of education in schools through the payment of levies and voluntary donations from parents to support school projects. Confirming the preceding view, Otieno (2006) reveals that, the P.T.A is currently the main financier of school programmes in many countries in Africa. P.T.A contributes through payment of fees and donations; parents also sponsor school programmes through payments of rentable staff houses to house the academic staff.

Also, Erlendsdóttir (2010) reveals that parent associations in schools provide a sound and appropriate teaching and learning environment in schools by providing infrastructures to supplement existing ones, maintenance of infrastructure in deplorable conditions and the establishment of good relationships with the teachers. Duhou (2013) also argues that the welfare and efficient academic performance of pupils and schools are facilitated through close parents - teachers' relations as they serve as platforms for both parties to better understand each other in pursuance of their collective roles as P.T.A in schools. In the same vain, Gardner (2007) believes that in achieving academic



excellence in schools, teachers should acknowledge that parents can support their efforts by being active in school activities, aiding their wards to understand the need and value of education and assisting them in pupils' discipline.

In addition, as espoused by Duma (2013), although in the rural areas parents' illiteracy rate posed as a major challenge faced by principals in involving parents in school management, rural school principals were supportive of parents' participation in school governance. This is because, schools' principals' view on parents' participation in the governance of rural schools was effective in instilling discipline among students, ensuring that students attend school and the maintenance of school facilities (Menheere, & Hooge, 2010).

Edwards et al (2017), confirms that families also provide text and reading books to support teaching and learning experiences in schools. This helps to prepare the child towards better academic achievements in future.

2.2.4 P.T.A. and the management of basic school

The contributions of parents cannot be underrated because, parents' contribution towards school management helps to promote schools' performance (Enueme, 2013). In the view point of Ismail and Abdullah (2013), parents' involvement in school management helps to improve the work satisfaction of principals, parents as well as students because, it possesses a high potency which provides space to teachers, parents and occasionally, to community members or students to express themselves in school decision making processes. According to Duku (2006), school management is defined



as a form of community participation in education. Community school management is an important building block in creating a sense of ownership of schools, and has practical benefits for poor communities who may be unable to make additional financial contributions to education, but who are often enthusiastic about being given greater opportunity to contribute in decision-making process in school management and governance (Enueme, 2013). According to Muthoni (2015) and Alder and Dreikurs, (2012), parents' contribution to schools' management takes diverse forms as in monetary, experience and in physical labour in school infrastructure development and these activities result in improvement in both pupils and school performance.

In practice, Parent- Teacher Associations' involvement in school management include: monitoring and supervising the activities of the school, regular visit to schools, monitoring children's home works and attendance to school, visiting teachers in their homes among others; and such relations focus on supportive behaviours as mutual respects, effective communication, collegial planning, standards setting and addressing the cause of misbehaviour and constantly assessing the implementation of discipline (Alder & Dreikurs, 2012).

2.2.5 Challenges encountered by P.T.A in the governance and management of basic schools

As the management of school finances involves the task of planning (budgeting), organizing (coordinating), leading (communicating and motivating), as well as controlling (auditing) some stakeholders in education, they always encounter challenges in fully participating in the management of funds in schools (Clarke, 2007). In consonance, Kaguri, Njati and Thaine



(2014) reveals that, despite the extensive directives by the MOE on financial planning, it is realised that budgeting is often done in either a careless fashion or not done at all. According to Chikoko, (2008) the main reasons were lack of financial management expertise personnel, lack of funds and the minimal involvement of parents in the budgetary process due to illiteracy. Kaguri, Njati and Thaine (2014) later identified the following as the mitigating factors impeding parents' financial obligations in schools, lack of knowledge, apathy, lack of parental involvement in finances planning, lack of transparency and mistrust of collectors of school dues (Kaguri, Njati & Thaine 2014). Concurrently, Azeem (2010), assures that when P.T.As involvements on issues of monetary management and planning in schools are minimal, the management of schools is always feeble.

Also, Marishane (2013) asserts that, though government and other educational stakeholders have been putting in diverse efforts to enhance teaching and learning in schools through the engagement of parents' associations, the eminence of physical properties and infrastructure at school level remains highly inadequate. There are still many schools without toilets, electricity, desks, and chalkboards undermining the activities of teaching and learning. In affirmation Matshe, (2014) indicates that infrastructure related problems affected teaching and learning, as contained in expressions such as "overcrowding made group work difficult," "lack of concentration in mobile classrooms with no air conditioners," "learners throwing things out of broken windows during lessons," "theft of teaching and learning support materials," and "learners running into the village for drinking water during teaching and learning periods". In addition, the works of Khumalo and Mji, (2014) also



reveals that there is poor infrastructure provisioning affecting the proper functioning of schools. For example, some of school buildings are constructed with mud while others are in a state of disrepair; learners are compromised because they do not have adequate classrooms and teaching and learning materials like computers.

This assertion is justified by the findings of this study, as it reveals that, most of the kitchens in schools studied were constructed with mud together with some school buildings also in deplorable states and ill-equipped with teaching and learning resources. Equally, Narwana (2010), postulates that the inability for teacher professional development programmes and training institutions to prepare teachers to work with parents deprives them from participating in school activities despite their capabilities. In Ghana, although parents are expected to play more active roles in school management under this SMCs/P.T.As, there exist uncertainties amid the roles of the P.T.As and the SMCs partly because teachers do not always deliberately appreciate parental involvement but rather undermine these expectations (World Bank, 1996; Adamu-Issah, Elden, Forson, & Schrofer, 2007). As was identified by Delgado-Gaitan (2004) in Zoppi (2006), most parents have elevated the teaching profession to a trend that makes them feel that they have no roles to play and so are unqualified to involve in school activities together. As such, parents think they should be allowed to work without any intrusion. In furtherance, Muthoni (2015) opines that the major impediment that the P.T.A face is cooperation problems from the staffs of the schools. Staffs were not opened to accept parents as partners in the activities of the schools since they



considered the field of education as a professional field and this actually affected the contributions of parents in school management.

2.2.6 Epstein's six types of parental involvement in schools

Epstein (1995), acknowledged six modes of parents' participation in school's activities. These are explained below:

Parenting is the first primary duty that influences parental participation in the child's schooling activities. It is the basic responsibility of all parents to take part in their children's education. Such responsibility usually manifests in the provision of basic necessities that equips the child's schooling. These include; better health care, love and care and socialization.

Communicating is another primary duty of parental participation into their children's learning experiences. It most often depends on the nature of the rapport of parents with children concerning their schools, plans in education and achievement in school. It includes family meetings, monitoring home works and report cards, visiting child at school and responding to calls from the child's school notes, phone calls, and student report cards per term.

Volunteering, according to Epstein (1995), school volunteering includes parent and non-parent volunteer participation. The principal benefit of this involvement is assisting teachers in diverse ways, P.T.A executives, teaching in the classrooms or schools as a whole. Volunteering is mostly done by parents who willingly and or unwillingly visit the school and participate in any function that takes place in the school.

Home based learning is also another duty of parents. Under this practice, parents directly or indirectly monitor and assist their children's assignments



and or any other activity assigned to the child to do at home. This may be formal or informal assistance depending on the knowledge of the parent.

Decision making is the fifth parental involvement which refers to taking decisions through deliberate participation in school governance, management and taking roles and responsibilities as a member of Parent- Teacher Association.

Collaboration, which is the last category of Epstein's types of parental contribution to children's education, puts much emphasis on teamwork with the all-encompassing society. This involves exchange of ideas mainly between the school and parents and further availing more opportunities for students, teachers, parents, schools and all educational workers and stakeholders. It promotes the sense of collective responsibility in the performance of basic schools among them.

In addition, Epstein, Coates, Salinas, Sanders & Simon, (1997), reveals that in practice, parents, learning environment and the entire community are the forces that contribute towards children's learning experiences. As Epstein (1995), affirms, if these three spheres of influence are not connected, schools have a higher possibility of failing to meet their academic goals. In juxtaposing Epstein's typology with Bourdieu theory of Habitus, it was asserted from the study that pupils and the schools formed the objective social structure whiles parents, teachers and other stakeholders of education formed the subjective social structure with subjective mental experience.



2.3 Empirical Review of Literature

This section of the literature review is devoted to the review of the empirical studies on contributions of Parent- Teacher Associations on the governance and management of basic schools. The researcher tried to come out with the similarities and more importantly, the difference between this research and earlier works. The researcher reviewed works of other previous researchers on the basis of their purpose of study, methodology, findings, recommendations and conclusions (See the ensuing section for the detailed review of the empirical literature).

Girma (2012) conducted an empirical study on the attitudes of Parent-Teacher Association (P.T.A) in performing its mandate at TsehayMewcha basic schools, DelantaWoreda, Amhara Region. The goal of the study was to examine the nature of responsibilities carried out by the P.T.A at TsehayMewcha Primary School in DelantaWorda, Amhara Region Ethiopia. The study revealed that majority of parents had little knowledge about their roles and responsibilities as members of the P.T.A. and so could not perform their roles and responsibilities efficiently to enhance better performance of basic schools at TsehayMewcha. In addition, the study revealed that the overall factors that accounted for the poor performance of P.T.A. included lukewarm attitude among the members, less commitment and unwillingness to work, lack of interest to cooperate with other educational stakeholders in the sub-sector, inadequate skills and knowledge as well as insufficient time to take part in school activities. It was concluded that capacity building training should be given to parents; and also, parents must be motivated to enable them put up their best to help improve teaching and learning experiences in the school.



Similarly, Muthoni (2015) also undertook a study at Machakos County. The focus of the study was to critically examine how the P.T.A. participation in the management of government secondary schools has influence in the schools at Machakos County. In particular, the work was meant to identifying the modes and ways P.T.A takes part in the management of government secondary schools. Descriptive survey research design was used for the study. The total target population was three hundred and thirty -five (335). Out of this target population, thirty-four (34) respondents were sampled out for the study. This is supported by the assertion of Mugenda and Mugenda (2003) that for descriptive studies, 10% of the accessible population is enough for a study. Out of the 34 sampled using the stratified technique, 11 of the respondents were selected from male single sex schools, another 11 from female single sex schools and 12 from mixed sex schools. The tool employed was semi-structured interview guide. Pre- testing was done in two selected schools. Data collection was done by the researcher from the principals, teachers, students, parents, community members and government agents. Data from the field was analysed using both qualitative and quantitative approaches. The results revealed that members of the P.T.A in diverse ways engaged in the management of government secondary schools in the area, most of them were much involved in instilling discipline in students, monitoring students' performance and attendance. Conversely, it was revealed that although some of the parents were doing their best, some were also finding it difficult to contribute to the management of schools due to their knowledge about parents' roles towards educational management and governance. The study proposed that public awareness programmes should be organised to equip all



stakeholders in education to appreciate their roles towards education. Again, the study recommended that the school administrators should take up the responsibility of creating a shared partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of the students and a linkage between parents, educational workers, teachers and principals to manage the affair of government secondary schools efficiently.

Also, Mutinda (2013) sets out to investigate on the contributions of P.T.A in the management of government secondary school in Gatundu North, Kiambu County. The study sought to identify the challenges facing P.T.A. in the management of teachers, school funds, infrastructure and other material resources, instruction and curriculum, students, the existing relations between schools and the society and to analyse the extent to which these challenges encountered hindered P.T.A. from carrying out their administrative roles so as to identify possible strategies that could be adopted by P.T.A to mitigate the difficulties they faced in discharging their managerial roles in public secondary schools. The study adopted a survey design. A sample size of 13 schools was selected from a target population of 26 secondary schools. Comprising 2 females' single sex secondary schools, 2 males' single sex secondary schools and 9 mixed secondary schools on the proportional basis. The simple random sampling technique was used to select school from the specific category. Purposive sampling was used to select Gatundu North District, Kiambu County and representatives of the Ministry of Education. Data was collected using questionnaires and interview guides.



Data were transcribed into written texts by adding field notes after which were organized into different thematic areas. All the respondents reported on the problem of insufficient funds and physical facilities. Findings from this study also affirms the claim that the challenges reduced effectiveness and efficiency because some schools had old and outdated physical facilities and resources which were poorly maintained. It was revealed that some parents did not cooperate in instilling discipline among the students.

The researcher concluded that training and development, careful selection and recruitment processes, efficient mobilisation of funds and constant appraisal of teachers must be done by the management. This, according to the study, could help to resolve the problems facing the P.T.A.

Opande (2013) also conducted a study on how schools' management motivations have impact in the performance of pupils in the Certificate of Primary Education in public primary schools in the Suba-West Division, Migori District. The descriptive research survey was adopted. The total population of the study was 750 out of which 50 were head teachers from government primary schools and the remaining 700 constituted P.T.A members. The simple random technique was used to arrive at a sample size of 263 respondents. Semi-structured interview guides and questionnaires were used to collect data for the study. The semi-structured interview guides were administered to the head teachers of primary schools and the questionnaires were administered to parents and teachers. Data was then analysed by the use of descriptive statistics and presented as tables, pie charts and bar graphs using statistical package for social science software. Results from the work indicated



that: packages in different forms were given to teachers which enhanced pupils' performance in KCPE; respect and acknowledgement were adored to teachers by school management which also resulted in better performance in the KCPE; it was realised that schools' performance in KCPE varied from schools whose management had cordial relations with teachers and schools without good relations with teachers. Whereas schools' management with hostile relations with teachers had low performance, schools' management with friendly relations with teachers had better performance. This justifies Bourdieu (1977) postulation that it is the product of the work of inculcation and appropriation which is required in order for those products of collective history and the objective structures (P.T.A) to succeed in reproducing themselves more or less completely, in the form of durable dispositions. To improve the performance of pupils in schools, it is paramount to encourage and enhance the activities of school management boards or committees because they have diverse and good mechanisms to put in place in achieving better results in schools. The study revealed that the challenge of most public primary schools in Suba-West is insufficient teachers.

In addition, Nzoka and Orodho (2014) undertook a study on the measures employed by managers of secondary schools in the management and performance of schools in the Embu North District, Embu County. The study sought to examine the measures put in place by schools' management to promote students' academic performance in free non – boarding secondary schools in the Embu District, Embu County. The mixed method was adopted with the descriptive survey design; a sample size of 135 was selected using both purposive and simple random sampling techniques. Out of the 135-



sample size, 54 were members of the Board responsible for the management of schools (BoM), 45 were heads of departments and the remaining 36 were P.T.A members. Interview guide was the instrument used to collect data from the Board of Management. Questionnaires were used to solicit data from the heads of departments and the members of the P.T.A and a check list was also used in observing the physical infrastructures and activities that went on when schools were in session. Quantitative data was collected, cleaned, coded and analysed using version 20.0 of the SPSS whereas qualitative data was done through content analysis, paraphrasing and quoting. Quantitative data were presented into frequencies, charts, percentages, tables and graphs. Results from the study indicated that different measures such as occasional monitoring of school facilities and instructional processes, subsidising funds for government projects and providing guidance and counselling services were put in place by school management. However, these services provided by these managers of schools did not lead to the expected improvement in students' academic performance. The lack of managerial techniques and skills on the part of the managers of secondary schools in the district rather contributed to poor students' academic performance. It was therefore suggested that the government and other organisations should intensively sensitize the managers of these schools on how to manage them to accelerate better academic output.

Wondemneh (2013), conducted research to investigate the duties and responsibilities of P.T.A in secondary schools in Entoto Amba, in Addis Ababa. The main goal of the work was to analyse the duties and functions of P.T.A in secondary schools in Addis Ababa. The qualitative case study design was used to examine the roles of P.T.A in the schools. The total number of



teachers was 138 from the participating schools, they were purposively sampled. The representatives of students to P.T.A were also purposively sampled out the total number of 2290. Further, the members of P.T.A in the schools and the Woreda Quality Education Assurance Inspection Expert were all purposively sampled. The main instruments used for the study were interview guide, observation guide and document analysis check-list. Data for the study were collected through face to face interview, observation, document analysis and focused group discussion. The analysis of the data was done by qualitative analytical procedures where the researcher organised the data at first and analysed using themes derived from interviews, field notes, from observations, documents and FGD. The results showed that the association (P.T.A) contributed in diverse ways such as payment of dues, undertook monitoring and supervision in instructions and projects and met usually to make decisions when necessary. However, it was realised that the association was embattled with challenges. These include maintenance of school discipline, inadequate infrastructure and lackadaisical attitude of some stakeholders of the association. Hence it was recommended that the association put in place measures that will tighten relations between all the stakeholders of the association.

Mekonnen (2017), conducted a study on the contributions of parents to basic schools' management, the case of Oromiya National Regional State. The qualitative method was used with purposive sampling technique. The research tools used were interview guides to interview parents and a guide for the focus group discussion for principals of schools and the P.T.A Chairpersons in the schools. The work focused on the factors that led to low parents' participation



in school management. The results emanating from the work affirmed that the central government had in place programmes and frameworks that paved way for parents to participate in the management of basic schools in the country with the motive of improving effectiveness and efficiency in primary schools' performance. The study recommended that participatory approaches should be embarked upon by the central government to encourage full parental involvement in basic school's management irrespective of parents' educational status. In addition, it suggested that measures should be put in place to enhance better and efficient use of teaching and learning resources.

Adam (2005) researched on the effects of parental participation on the performance of basic schools in the Nanumba District. The prime focus of the work was to discover the impacts of community involvement on the achievements of basic schools. In addition, the work explored on the types of community involvement in basic schools, the effects of community involvement in school's performance and indicators that influenced the forms and levels of participation. The study adopted the case study approach. Primary and secondary data were obtained through interviews from thirty-three (33) interviewees. It was revealed from the study that numerous indicators affected the levels and forms of participation even though parental participation and school performance are positively correlated. It was also revealed that there should be fairness in the disbursing of resources to schools to promote equal and sound performance platform for all schools since some schools were better resourced than others.

In all, it can be concluded from the entire empirical review that most researched works on P.T.A. and school management put much emphasis on



secondary schools whereas basic schools' management is left. Such therefore affirms the need for a lot of research into P.T.A. and school management in the basic schools just as this work seeks to accomplish.

2.4 Conceptual Framework

In this study, the conceptual framework shows the relationships among the various variables (constructs) of the study. Figure 2 presents the conceptual framework that examines the contributions of P.T.A in the Governance and Management of Basic Schools in Nadowli-Kaelo District.



2.4.1 Conceptual framework

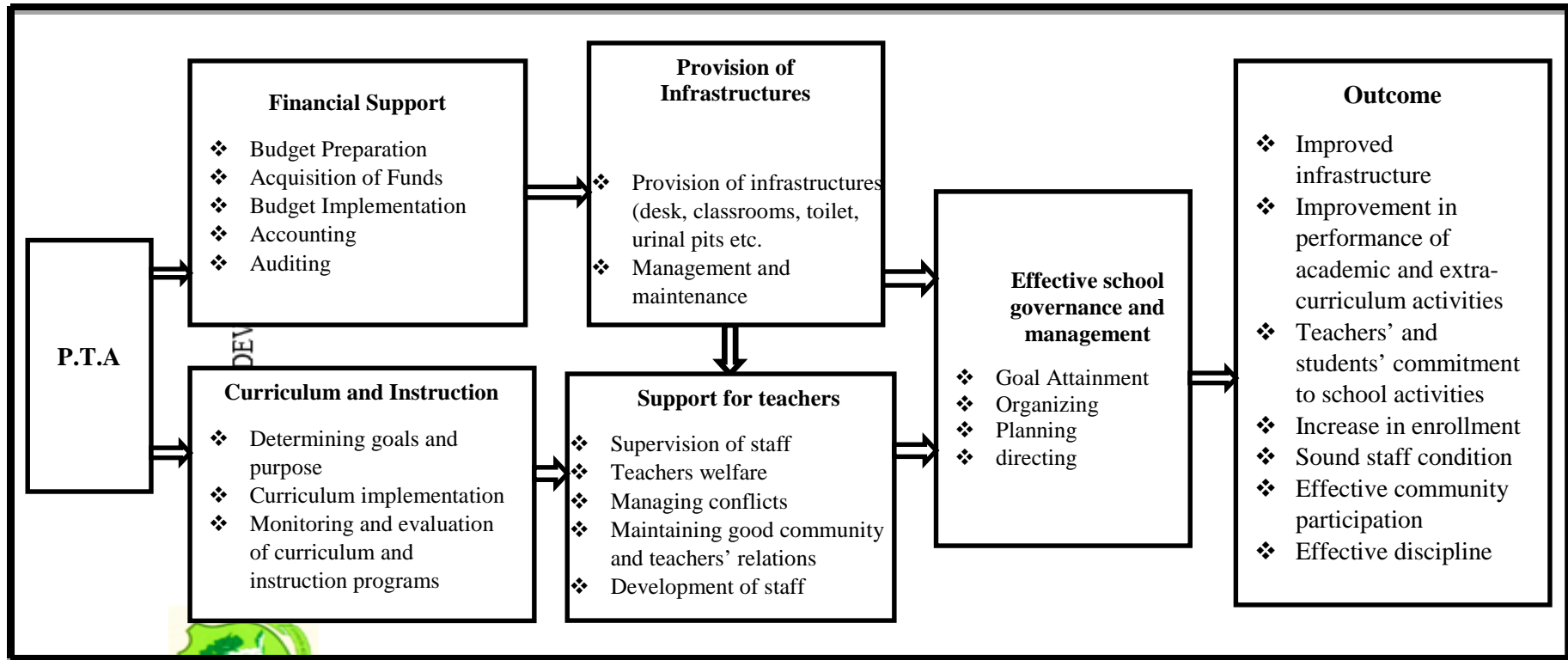


Figure 2.1 P.T.A. Contributions in the Governance and Management of Basic Schools

Source: Author's Construct when reviewing literature, 2018.

2.4.1.1 Parent- Teacher Association (P.T.A.)

According to Tshabalala (2013), parents are expected to contribute to the provision and management of school facilities, raise funds for developmental projects, assist in maintaining discipline in schools, attending school activities and attending Parent-Teacher Association meetings regularly. They are expected to participate in school decision or policy making and in the formulation of school rules and regulations. A comprehensive involvement of parents in school-based governance and management is a pre-requisite for improving the culture of teaching and learning in schools (Hornby & Witte, 2010). The P.T.A. efforts are manifested in school management mostly through their executives. This is carried out together with the help of the teachers who are members of the association. P.T.A performs diverse functions such as financial support, contribution to curriculum and instruction, support for teachers and infrastructural development (Ekundayo, & Alonge, 2012).

2.4.1.2 Financial Support

Parents' participation in school governance and administration provides them with opportunities to collaborate with schools and this has a positive impact on the teaching and learning process as there will be in existence active and frequent contacts between parents and school administration in improving schools' financial availability and accountability (Koros, Peter, Ngware, Sang & Anthony, 2009). The governance and management of basic schools require the use of resources which funds are needed to acquire. To achieve this, the management body is required to find diverse ways and means of acquiring funds from the school's outfit. As in any educational organization, the financial management activity means bringing all possible inputs from



teaching staff, parents, students and the community together to render the service of quality education (Mutinda, 2013).

Similarly, as echoed by Muthoni (2015), parents agree to pay dues and sometimes engage in other financial generating activities like farming to sell farm harvests among others, preparing budgets based on planned projects and activities, implementing the budget as well as auditing the activities carried out to create transparency and sound financial expenditure. In addition, Ntseto (2009) asserts that in enhancing transparency and efficiency in the management of funds in schools, aspects such as drawing up a school financial policy; setting up a structure within the school to handle administrative and financial matters; delegating certain functions to clerks, class teachers and the treasurer; and coordinating activities should be maintained.

Similarly, Cole and Kelly (2011) elaborated that to ensure effectiveness and efficiency in parental contribution to finance in the governance and management of schools, the school management should be properly vest in financial planning which involves the overall process of identifying, measuring, recording, interpreting and communicating the results of financial expenditure; tracking the organisations income and expenses and using these measurements to answer specific questions about the financial status of the school. As such will lead to the achievement of the financial goals and effective management of the school as a whole (Ejeh, Okenjom, Chizi-Woko, & Agbo, 2016).



2.4.1.3 Curriculum and Instructions

The contribution of P.T.A towards curriculum is very vital as it spells out all the activities basic schools are expected to undertake. P.T.As direct and indirect involvement in curriculum and instruction will be diagnosed ranging from their participation in determining the goals and purpose of curriculum, implementation of curriculum through instructions and monitoring and evaluation of curriculum programmes. As the performances of basic schools are informed by the way and manner that the curriculum is implemented.

2.4.1.4 Support for Teachers

The contributions of P.T.A to better performance in basic schools may manifest in diverse ways as teachers' motivation, cordial teacher – community relationships, teachers-in-service training, teachers' welfare among others. As capacity -building is concerned with creating the conditions, opportunities and experiences for development and mutual learning in schools, building the capacity of teachers through in-service-training by stakeholders of educational governance and management promote school improvement, foster, develop and advance the collaborative processes in schools (Harris, 2002).

In the dimension of school community relationship, Mapp (2002) and Payne and Kaba (2001) study revealed that, though social trust determines the quality of relationships in a school, the cordiality of the relationship between the school and the community is a key predictor of school improvement. In elaboration, Ozmen and Canpolat, (2010) added that teachers who regard parents as supportive are more likely to try out new ideas in the classroom, parents who feel comfortable and valued contribute willingly to the school's success and students who know that parents and teachers are regularly and



respectfully in touch tend to work harder. In a similar dimension is the revelation by Enueme (2013) that the performance of schools is defined by the nature of the existing working condition and how effective the communication relations between teachers, school management and members of the larger community are. Such expectations from the P.T.A will supplement the already acquired knowledge, ethics, skills and practices of the teaching staff in the delivery of their services in basic schools in view of the fact that such opportunities in different forms when exists between parents and teachers enhance pupils' performance (Opande, 2013).

2.4.1.5 Infrastructure Resources

The most common contribution from P.T.A in most basic schools' management is contribution of resources towards school infrastructural projects (Wedam, Quansah, & Debrah, 2015). Funds acquired by P.T.A through diverse avenues are mostly channelled towards the provision of infrastructure and other teaching and learning resources to enhance effectiveness and efficiency in the activities of basic schools (Osei-Owusu & Sam, 2012). The P.T.A could further provide supports through labour, volunteer, donations among others during infrastructural development in basic schools. This consolidates the findings of DeMarquis (2012) that parents' contribution to school resources can take two main forms: in-kind as well as financial support. In-kind supports include labour for activities such as school construction and work by students on the school plot and can cover contributions of goods, such as provision of land for construction, building materials for school construction, or food. In effect, such assistance from the P.T.A to basic schools in their communities promote accountability and sense



of ownership on the part of the P.T.A Mfum-Mensah, (2004). This is very common and ideal in most rural communities where parents are more cohesive, identifiable and easier to mobilize (Msila & Netshitangani, 2015). The P.T.A also provides voluntary services to the schools. These include teaching services, maintenance and repair of deplorable school infrastructure. Supporting the preceding views, Creemers (1994) pointed out that, while it cannot be denied that there are conditions at the school level which can make classroom improvement more possible, the availability of teaching and learning materials to enhance the teaching and learning process remains the main determinant of educational outcomes.

2.4.1.6 Effective Basic School Governance and Management by P.T.A.

In the management of schools, their performance is paramount as it determines the value of the activities of all stakeholders involved in the management and governance of schools. According to Harris (2002), the growth of interest in school improvement has been striking and in less than a decade, school improvement has become an expectation of all schools across the world. School improvement has become a dominant theme in contemporary educational reform and development growing concern amongst politicians and the wider public about ‘educational standards’ and these have resulted in the development of wide variety of school improvement interventions and initiatives including decentralization of the educational system to include parents in the management and governance of schools (Taniguchi & Hirakawa, 2016).

The role of P.T.A in school management has become indispensable due to government’s decentralisation of the educational management and governance



to enhance effectiveness and efficiency in the administration and management of basic schools at the schools' level (Blimpo, Evans & Lahire, 2015). In achieving this, the P.T.A organises meetings to discuss issues pertinent to the development of the schools, goals are set and adequate measures are put in accomplishing them Bekele (2018). The P.T.As through the development of school improvement plans which give them the opportunity to identify their own needs and priorities correctly through better organizational leadership styles put up by the management body assures efficiency and better outcomes as targeted goals will be achieved (Girma, 2012).

2.4.1.7 Outcome

Caldwell (2005) maintains that decentralisation gives schools more power to impact positively in improving schools' performance and effectiveness. This means that involvement of parents in decision making in areas such as school discipline, setting of school goals and objectives and school infrastructural development can lead to improved school performance and outcomes (Segwapa, 2008). The outcomes of an effective management in basic schools by the P.T.A ranges from improved infrastructure, improvement in academic and extra-curriculum activities, increase in enrollment, sound staff condition and teachers' and students' commitment to school activities (Oyserman, Brickman & Rhodes, 2007). According to Van Wyk, (2007), these are achieved as a result of setting up goals, planning, directing and controlling the demands or contributions of the P.T.A to the basic schools. The financial contributions of P.T.A through payment of dues, donations among others assist in the provision of infrastructure, maintenance and repairs of deplorable facilities or infrastructure, motivation of staff and staff development through



the organization of in-service-training and the likes (Koross, Ngware, & Sang, 2009). In contributing to curriculum and instruction in the form of monitoring teaching and learning, assisting in teaching or further equipping the teachers in accomplishing their set targets to enhance effective school management and governance for better outcomes in basic schools.

2.5 Summary of the Chapter

The chapter focused on some of the theoretical frameworks relevant to the study, it also looked at some concepts on the contributions of P.T.A to basic schools. The study also focused on the review of the empirical studies and the conceptual frame work. The study concluded with a summary. The next chapter will focus on research design and methodology adopted for the study.



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter presents research design and methodology. The chapter focuses on the profile of the study area, research design, target population, unit of analysis, sampling and sample size determination, methods and tools of data collection, data presentation and analysis and the ethical considerations of the study. The chapter concludes with a summary.

3.2 Profile of the Study Area

3.2.1: The location and size of the research area

The Nadowli - Kaleo District is centrally located in the Upper West region of Ghana. It lies between latitude 11° 30' and 10° 20' north and longitude 3° 10' and 2° 10' west (Nadowli-Kaleo District Composite Budget, 2017). In terms of relative location, it borders boundary to the South by Wa Municipal, West by Burkina Faso, North by Jirapa District and to the East by the Daffiama-Bussie-Issa District (Nadowli-Kaleo District Composite Budget, 2017). It covers a total land area of 2,742.50km² and extends from the Billi Bridge (4km from Wa) to the Dapuori bridge (almost 12km from Jirapa) on the main Wa – Jirapa-Hamile road ((Nadowli-Kaleo District Composite Budget, 2017). From West to East, it extends and bordered by Daffiama-Bussie-Issa District.

3.2.2: Demographic characteristics of the study area

According to the 2010 population census, the District had a total population of 94,388. This population compared with the 2000 census figure of 82,716 indicates a growth rate of 1.9% per annum. Out of the current estimated total



population of 94,388, males make up 44,724 and females 49,664, thus giving male/female ratio of 44:51 (Nadowli-Kaleo District Office, 2017). The situation amplifies the need to mainstream gender in the pursuance of development in the District, as they constitute majority of the population. While about 45% of the population is aged between 0-14 years, the economically active population also constitutes 49% with the remaining 6% being the aged (Nadowli-Kaleo District Office, 2017). The 2000 population and housing census further indicated that dependency ratio of the District is about 1:1, indicating less pressure on the working population and the high propensity or ability to save. However, majority of the working force are subsistence farmers. The population density is about 38.53 persons per square kilometre as compared to 31.0 persons per square kilometre in 2000. Population density of Nadowli - Kaleo District is about 52.3 persons /Km² (Nadowli-Kaleo District Office, 2017).



3.2.3: The District Map of Nadowli-Kaleo District

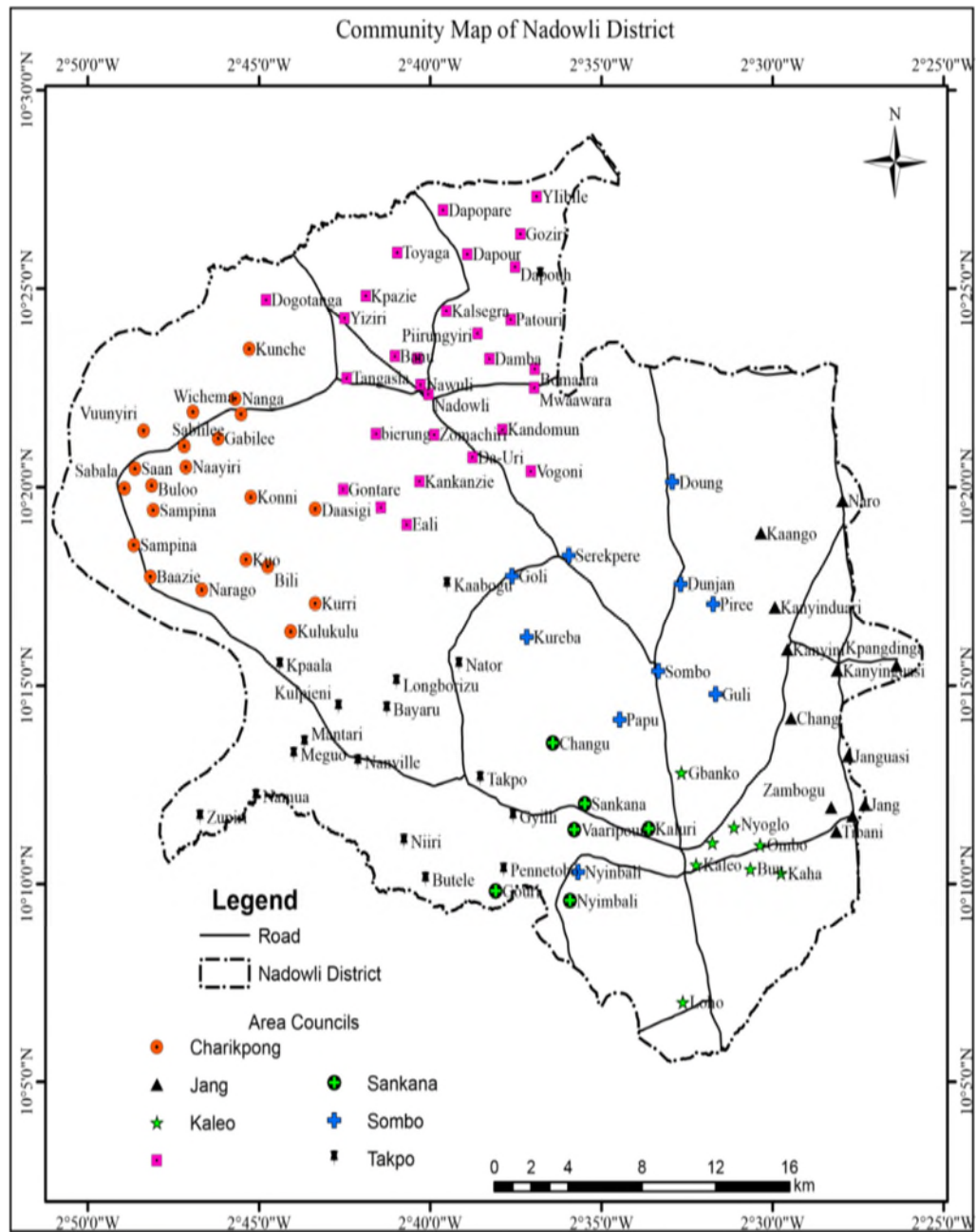


Figure 3.1: Map of Nadowli-Kaleo District.
 Source: Physical Planning Department, Nadowli-Kaleo District, 2017.

3.2.4 Educational system in the study area

The Nadowli-Kaleo District Education Directorate is one of the decentralised departments in the District. It was established in 1992 with the mandate of

providing accessible and quality education to all children of school going age at pre-tertiary level (GES, 2017). The Directorate's vision is to deliver quality education that meets the needs and aspirations of all stakeholders so as to promote accelerated socio-economic development of the District. The Directorate is headed by a District Director of Education and assisted by four front line Deputy Directors and Assistant Directors. There are also schedule officers who perform specific duties in line with their schedules. There are 23 teaching and 28 non-teaching staff in the central Administration of the Directorate (GES, 2017).

3.2.4.1 Educational institutions

The District has a total of two hundred and one (201) educational institutions comprising Seventy-Nine (79) Kindergarten Schools, seventy-seven (77) Primary Schools, Thirty-Seven (37) Junior High Schools, One (1) Technical/Vocational School, five (5) Senior High Schools, one (1) special school and one (1) College of Education (Report of District Education Directorate, 2017). Out of the above, there are one hundred and Ninety (190) Public educational institutions comprising Seventy-three (73) Kindergarten Schools, Seventy-two (72) Primary Schools, Thirty-Six (36) Junior High Schools, one (1) Special school, one (1) Technical/Vocational School, four (4) Senior High Schools and one (1) Government Assisted College of Education (GES, 2017).



Table 3.1: Number of public schools by level

Institution	NUMBER	
	2014	2017
Kindergarten	66	74
Primary	63	73
Junior High School	36	36
Senior High School	3	4
TVET	1	1
Special school	0	1
College of Education	0	1
Total	169	

Source: Ghana Education Service, 2017

Table 3.1 shows the number of public schools by circuit in the district in 2014 and 2017. There are also twelve (12) private educational institutions comprising six (6) Kindergarten Schools, four (4) Primary Schools, one (1) Junior High School and one (1) Senior High School. These educational institutions are distributed among seven circuits in the district. There is a relatively fair distribution of educational facilities among the circuits as far as basic educational facilities are concerned (GES, 2017). However, the number of public schools outweighs the private ones.

3.2.4.2 Spatial Distribution of Educational Facilities

The schools in the District are distributed among seven (7) circuits namely Charikpong, Jang, Kaleo, Nadowli, Nator, Sombo and Takpo. Table 3.2: Number of Public schools by circuit.



Table 3.2: Number of circuits and schools in the District

CIRCUIT	KG	PRIM	JHS	SHS	TVET	COE	SPEC. SCH	TOTAL
CHARIKPONG	10	10	4	1	0	0	0	25
JANG	14	14	8	0	0	0	0	36
KALEO	10	9	4	1	1	0	1	26
NADOWLI	11	13	6	1	0	1	0	32
NATOR	10	10	4	0	0	0	0	24
SOMBO	6	6	5	0	0	0	0	17
TAKPO	13	11	5	1	0	0	0	30
TOTAL	74	73	36	4	1	1	1	190

Source: Ghana Education Service, 2017.

The aim is to enhance effective monitoring of school activities by circuit supervisors in view of the increase in enrolment in Kindergarten and primary schools and the need to improve upon the quality of teaching and learning.

3.2.4.3 School Enrolment in the District

Currently, the gross enrolment rate in Primary schools is 129.3% which is far above the national target of 120%. Girls' enrolment rate at the primary school level is higher (136.2%) than that of the boys (123.3%). This has been as the result of a number of interventions put in place by government (capitation grant), GPEG and some Developmental Partners to arrest low enrolment and high school dropout rate particularly for girls at the Basic level. The gross enrolment of 84.5% at JHS level is not encouraging when compared to enrolment at the Primary level. Generally, girls' enrolment rates at the Basic level are generally higher than boys. This is as a result of sustained community sensitization about the importance of girl child education. However, girls' performance at this level is not encouraging. There has been a sharp decline in the performance of girls in the BECE over the past years. Public sensitisation and financial support are therefore paramount if girls' performance is to be brought to the desired level at the JHS.



3.2.4 .4 Staffing in Basic Schools

There has been a significant change in the staffing situation due to the appointment and posting of the newly trained teachers and Community Teaching Assistants to the Basic Schools. The current teacher-pupil ratios of 49:1, 25:1 and 14:1 at the KG, primary and JHS respectively are good. In terms of training, 58.8% of KG teachers, 62.2% of primary school teachers and 78.2% of JHS teachers are trained and thus have the requisite qualification to teach. The percentage of trained teachers has reduced at the Kindergarten and Primary levels because of the appointment and posting of Community Teaching Assistants to these levels. There is therefore the need to ensure equitable and fair distribution of these qualified teachers among the KGs, Primary and JHS to improve upon the quality of teaching especially at the KG and Primary levels where trained and competent teachers are most needed. The inequitable distribution of trained teachers across circuits and schools is as a result of the unwillingness of teachers to accept posting to rural communities due to inadequate motivation for teachers serving in deprived areas.



Table 3.3 Enrolment and Staffing in Basic schools

Circuit	Institution	Number	Enrolment			Staffing		
			Male	Female	Total	Trained	Untrained	Total
Charikpong	KG	10	448	555	1003	4	7	11
	Prim	10	768	786	1554	33	12	45
	JHS	4	181	181	362	20	4	24
Jang	KG	14	697	708	1405	18	6	24
	Prim	14	1234	1186	2420	58	33	91
	JHS	8	362	310	672	40	14	54
Kaleo	KG	10	351	375	726	22	10	32
	Prim	9	853	808	1661	59	26	85
	JHS	4	271	328	599	42	6	48
Nadowli	KG	11	614	532	1146	11	13	24
	Prim	13	1097	1072	2169	56	54	110
	JHS	6	395	466	861	42	20	62
Nator	KG	10	288	332	620	6	6	12
	Prim	10	650	611	1261	26	12	38
	JHS	4	226	237	463	19	5	24
Sombo	KG	6	327	308	635	10	3	13
	Prim	6	693	744	1437	32	27	59
	JHS	5	302	306	608	30	9	39
Takpo	KG	13	487	460	947	7	10	17
	Prim	11	1113	1000	2113	44	23	67
	JHS	5	280	375	655	37	6	43
TOTAL	KG	74	3212	3270	6482	78	55	133
	Prim	73			1261			
			6408	6207	5	308	187	495
	JHS	36	2017	2203	4220	230	64	294

Source: Ghana Education Service, 2017



3.3 Research design

The study adopted the mixed research method with the descriptive research design. As a result, both the quantitative and the qualitative approaches were employed for the study. According to Creswell, (2009), mixing in research methodology means that both the quantitative and qualitative data are actually combined on one end of the continuum, kept separate on the other end of the continuum, or combined in the same way between these two extremes which must be connected. He added that, the qualitative and quantitative research is connected between the data analysis of the first phase of research and the data

collection of the second phase of the research (Creswell, 2009). The study used mixed method for purpose of ensuring triangulation. This was used rather than sequential explanatory or sequential exploratory designs in the sense that it will help foster efficiency in the data collection process, complete understanding of the phenomenon under study and useful for cross validation of findings. That notwithstanding, this approach is embedded with some weaknesses such as the difficulty involved in comparing the results of the two different methods and dealing with discrepancies as well. However, these weaknesses in the approach were minimised through triangulation and the use of experts in the data collection process to increase the study's credibility due to the weaknesses in one of the approaches (El Hussein, Jakubec, & Osuji, 2015).

3.3.1 Target population

The study targeted active members of P.T.A with at least a ward attending basic school in these three circuits in the District namely: Takpo, Kaleo and Charikpong. These circuits are subsets of the circuits forming the basic school categorization in the Nadowli-Kaleo District. The list of members of P.T.A in the schools in the three circuits mentioned above formed the sample frame for the quantitative phase of the study. However, in the qualitative phase, the following responded to the questions: Deputy Director of Education in charge of Supervision, Circuit Supervisors, Head teachers, teachers and P.T.A Chairpersons.

3.3.1.1 Unit of Analysis

The work involved active parents of P.T.A. in the Takpo circuit: Takpo D/A KG, Takpo D/A Primary School and Takpo D/A JHS; Kaleo circuit: Lasaelans



KG, Kaleo L /A Primary School and Kaleo D/A JHS; and Charikpong circuit: Charikpong Saan R/C KG, Charikpong Saan D/A primary school and Charikpong Gabilee JHS. These were parents who are very regular at P.T.A meetings and at other school events (Nadowli-Kaleo District Education Directorate, 2018).

3.3.2 Sampling and sample size determination

Sample is a principle that specifies the conditions and guides the process of selecting the members of population to participate in the study and to contribute as sources for primary data. The choice of sampling method determines the accuracy of research findings, reliability and validity of the study and has immense implications on the overall quality of the study. It also helps in selecting a set of elements or respondents from the research population such that description of those elements or respondents will accurately portray the characteristics of the entire population under study in the District and to also reduce time and cost. This is in line with Osuala's (2005) assertion that sampling makes possible the study of problem which otherwise could not be undertaken due to prohibition of time, cost, personnel and scope. The sample size may be identified as the number of elements of people that pieces of data in a survey are solicited from and is a determinable factor in ensuring precision and reliability of every research outcome" (Alabi, 2017). The sample size for the study consisted of 200 respondents. This is based on Isreal (1992) table for selecting sample size with a total accessible population of 400 a sample size of relatively 200 as a function of the population will give you a sampling error of 5% with 95% of confidence level.



The simple random with the lottery technique was used to select Nadowli – Kaleo District among the 10 administrative Districts in the Upper West Region. This same procedure was also used for selecting 3 circuits from a total of 7 circuits in the District. These circuits were; Takpo, Kaleo and Charikpong. As indicated by Seidu (2015), usually when dealing with more than one cluster sample, the sample size is determined based on the total population for each cluster. The proportionate sampling approach with the formula $n_j = \left(\frac{N_j}{N}\right) * n$ where n_j is the sample size for stratum j , N_j is the population size for stratum j , N is total population size and n is total sample size was adopted (Seidu, 2015). This proportionate approach which distributes sample sizes into proportions based on given sample populations gave equal opportunity to the respondents in the various circuits of the District under study. This further made the outcome of the study a true comprehensive representation of the population of study. After getting the total number of sample size for the respective circuits in the District, the simple random technique was employed. This was done by writing the names of all members of the P.T.A on a piece of paper in an alphabetical order. Since the sample size and population was available, the researcher then divided each of the total population size of each circuit by its sample size to get the skip number or say the n th number. After that any number that fell within the skip number/ n th number in any group was randomly selected to get the starting number whereas, the corresponding number became the first respondent in each District. From there, every n th name of parent on the list was selected until the last number was reached for the desired sample size to be arrived at. This technique was used because of the following benefits: it allows the use of statistical methods to analyse sample



results, it provides a fair representation of the population, ensures that survey results can be defended as statistically representative of the population since the entire population had equal chance of selection and allow the researcher to make inferences about the population based on the behaviour of the sample.

Table 3.4: Sampling and Sample Size

Circuit	Institution	Active P.T.A. Parents	No. Selected
Takpo	Takpo D/A KG	30	15
	Takpo D/A Primary	58	29
	Takpo D/A JHS	33	16
Sub-Total	121		60
Kaleo	KaleoLassaelans KG	50	25
	Kaleo L/A Primary	67	34
	Kaleo D/A JHS	43	21
Sub-Total	160		80
Charikpong	Saan R/C KG	24	12
	Saan R/C Primary	55	28
	Gabilee D/A JHS	40	20
Sub- Total	119		60
Overall Total		400	200

Source: GES, 2017

In addition, the key informants were purposively selected for the study. They included the Deputy Director Supervision; Circuit Supervisors, Head teachers and P.T.A Chairpersons. They were selected based on their rich knowledge and experiences on the issue of the study.

3.3.3 Methods and tools of data collection

The researcher obtained an introductory letter from the school of graduate studies of the University for Development Studies. The introductory letter was presented to the District Director of Education, P.T.A Executives and Heads of Schools selected for the study. The researcher afterwards met respondents of the various schools and those in the District educational office and introduced himself and explained what the interview and questionnaires were about and



what the researcher required of them. The questionnaires and interview guides for respondents were then administered and collected immediately they finished answering them.

The study made use of both primary data and secondary data for the purposes of deeply understanding the contributions of P.T.A. in the governance and management of schools at the basic level. This helped in situating the study within existing theories. The quantitative data was basically primary and gathered using survey, probability sampling techniques. The primary data were gathered through the use of survey questionnaires, focus group discussions and key informant interviews. However, this was supplemented by data from institutions and related literature as secondary source.

3.3.3.1 Questionnaires

Questionnaires were used to collect information from parents. This was compelled by the fact that most of the respondents were illiterates. As supported by Kumar (2005), questionnaires are best used where majority of respondents are illiterates. The closed ended questions included a five-point possible alternative answers to choose from based on the Likert type scale. These alternative answers consisted of positive, negative and neutral items which were considered scoring before the analysis was done

Data obtained was handled, stored and well managed in such a manner that data did not get missing or adulterated so as to negatively affect the analysis, discussions and the recommendations made. To realize reliability and validity, the researcher designed the data collection tools cautiously that the questions tallied with the objectives of the study. The instruments were tested on a pilot



study in some schools in a different district. The results therefore served as an assessment of the instruments in relation to the main objective of the study which gave the way forward. Testing for validity and reliability was important (Joppe, 2000). Validity determined whether the researcher truly measured that which it was intended to measure

3.3.3.2 Focus Group Discussions

Focus group discussions were conducted to collect data from the field. The participants of the focus group were basic school teachers. They were 7 members in each discussion session. There were three focus groups discussions held in Takpo, Kaleo and Charikpong circuits. The participants were purposively selected from the KG, primary and JHS levels. The tools used in the data collection were interview guide and tape recorder for recording interview sessions. The interview guide contained target questions and probing area while the recorder was used to record the voices of the discussants upon their consent. Information gathered from the focus group discussion session was focused on the contributions of P.T.A. in the governance and management of basic schools, the challenges the association faced and possible solutions.

In the organisation of the focus group discussions on the field, an enabling environment was created as discussants were happy, willing and wholeheartedly accepted to fully participate in the discussion because of their ability to come out with the issues that were actually happening in the governance and management of basic schools. This is in line with Kruger and Casey (2000) assertion that focus group discussion provide comfortable atmosphere of disclosure in which people can share their ideas, experiences



and attitudes about a topic comprehensively. Detailed information about the daily activities of P.T.A was given by participants on the field as a team with effective collaboration and experience. In affirmation is the notion of Marczak and Sewell (1998) that focus group discussions promote group synergy and cooperation because members have a common interest or characteristic and uses the group and its interactions as a way of providing information about a particular issue. On the contrary, most group members were unwilling to take active part in discussions on certain issues on the field such as their financial commitments as members of P.T.A. Similarly, Morgan (1998) noted that when the topic of discussion is not of interest to participants and when they feel uneasy with each other, they will not discuss their feelings and opinions openly as in the group. The access and punctuality of participants in some communities was very time and resource demanding though measures such as pre – focus group arrangements had been embarked on with participants. In consonance is the postulation of Krueger and Casey (2000) that the recruitment of discussants for focus group discussions can be expensive, difficult and time consuming.

3.3.3.3 Semi-structured interview guide

Key informants who occupy specialized roles within a social structure can provide greater information on role-related aspects of the structure they are involved in, than those who occupy unrelated positions (Young & Young, 2008). The researcher chose the key informant technique because it fitted with the methodology of the work and it enabled a systematic selection of interviewees who occupied specialized roles in the governance and management of basic schools at the District and school levels.



In organising the interviews for this work, the researcher attached letter of introduction to the interview guides and gave them to the respondents to help them have a fair knowledge about the information needed and to also do the necessary preparation towards the interview. The researcher also negotiated with them on the time that was appropriate enough for them to be granted the interview to ascertain their willingness and time for the interview. The researcher, as well took the respondents contacts (phone numbers, house address, emails among others) to facilitate his ability to alert them when the scheduled time for the interview was due. Interview guides were used to aid the researcher in attaining certain vital information as in relation to the number of times P.T.A meetings were organized, P.T.A attendance, students' performance in BECE, students' attendance, and INSET (In Service Training) for P.T.A executives among others.

The information was collected using interview guides. Interview guides contained the questions and the tape recorder recorded proceedings. Data collected included but not limited to the contributions of P.T.A in the management of basic schools in the study area as well as the challenges and possible solutions. The key informant interview was complemented with the general qualitative interviewing funnelling and probing techniques. To enable the interviewees to focus on specific relevant topics in the area of the research, a brief orientation was given to funnel the entire process. In enquiring data for each research objective, there were further probing questions on the major question for each objective to help in drawing out perspectives and particular themes for the interview. The researcher began delving into each objective with a broad question, which was funnelled or based on the research questions



and sequenced by more specific probes. In the interview process, the researcher followed the recursive model where there was no attempt to maintain a tight ordering or wording of the questions but an attempt to stay focused on the topics, this was to help enrich both the understanding of the researcher and the response of the interviewee (Minichiello, Aroni, Timewell & Alexander, 1990).

The key informants on the field during the study were enthusiastic to take part in the interview. As a matter of fact, detailed information was easily acquired within shorter periods than the researcher anticipated. This revelation is in consistence with Creswell (2009) that when key informants are willing to communicate their knowledge to the interviewer and to cooperate as fully as possible, in-depth information is given. This method assisted the researcher on the field to always put the interviewees on track since it was not all information in the interviewees' outfit that was needed for the work. In a similar way is the supposition of Seidu (2015) that key informant interview allows the interviewer to control and direct the line of questioning to the objectives of the research.

The researcher was able to complete and have sound responses for all questions entailed in the interview guides without exceptions, and that confirms Bryman (2004) that face-to-face interview generally produces fewer incomplete questionnaires. However, the researcher encountered problems of untimely scheduling and re-scheduling for the granting of interviews during the key-informant interview, which supplements Creswell (2009) findings that



information needed from an interviewee may be provided at any designated place or period than the natural field setting.

3.3.3.4 Observation

Observation was also used in the data collection process. In this act, P.T.A. activities such as infrastructures were observed at the various basic schools. A checklist and camera were used. The checklist contained target things to be observed and the camera was used in taking photos of scenes. The observation was done when school was in session, this was to enable the researcher have entire access to the nature and available existing school infrastructure and other resources. The researcher introduced himself to school authorities and made them aware that the exercise been carried out was purely academics and asked for their needed assistance. The researcher with the assistance of some staff went around and inspected some of the school resources and infrastructure during which pictures of some P.T.A projects such as kitchens, classrooms under sheds and some deplorable classroom blocks and kitchens were taken. Observation assisted the researcher to collect data on actual scenes to truly inform the findings of the work. It also gave the researcher the opportunity to have a clear insight about the mode of conditions of resources and infrastructure at the schools that were under the study. However, the researcher encountered some challenges on the field including time constraints and resistance from some school authorities for pictures to be taken. This is in line with the assertion of Creswell (2009) that in administering observation method to collect data, the researcher may be seen as intrusive.



3.4 Pre-testing of data collection tools

The data collection tools were pre-tested in basic schools in Jirapa District. In all 20 teachers, and 30 parents were involved in the pre-testing in the selected basic schools. The schools were selected for the pre-testing because of proximity. Results of the pre-testing showed the validity and reliability of the tools and revealed the strengths and weakness likely to be encountered by intended participants recruited for the study. A consistent pattern for recording the responses was developed which made the work simple to carry out. The pre-testing helped to do some changes to the content of the research tools. Mistakes in the use of grammar were also corrected as well as proper arrangement of questions done to remove ambiguities.

3.5 Ethical issues in the research

This work avoided misconducts and was free from contradictions on ethical grounds. The principle of explanation and informed consent was assured by explaining the purpose of the study to the participants in the study. Respondents to the research questions and interview guides names were not written but rather they were represented with numbers to enhance anonymity. Participants were also alerted that taking part in the research study was optional. Gray (2013) advises that in every research, there must be informed consent, confidentiality, anonymity, explanation of the study's purpose and risk assessment to the participants of the research.



3.6 Methods of data analysis and presentation

Data collected was reviewed, “cleaned”, corrected and afterwards coded. It was then edited for adequacy, consistency and appropriateness and further processed by means of tallying, summation, correlation, percentages and mean with the help of computer Statistical Product for Services Solution (SPSS 16.0 for Windows). The analysis was in the form of descriptive, argumentation and supported with pictorial presentations in the form of tables, charts and plates (pictures). The qualitative data was however analysed manually by making summaries of the views of respondents and attached them as quotations.

3.7 Summary of the Chapter

This chapter presented the methodology that was adopted for the study. Specifically, the chapter emphasised on the profile of the study area, research design for the study, sampling techniques and size, methods and instruments for data collection, methods of data analysis and, presentation and finally ended with ethical considerations. The next chapter presents data analysis and presentation.



CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

The chapter is structured into two major parts. First part focuses on the demographic characteristics of the participants recruited for the study. The second part is devoted for the analysis pertaining to research questions outlined for the study. The chapter ends with a summary.

4.1 Demographic Characteristics of the Respondents

The researcher sought to find out the demographic characteristics of the respondents. Detailed results are summarised in Table 4.1

Table 4.1: Demographic Characteristics of Respondents

Age	Frequency	Percentage
20 – 30	5	2.5
31 – 40	24	11.9
41 – 50	90	44.6
51 – 60	65	33.2
60+	16	7.9
Sex		
Male	126	62.4
Female	74	37.6
Marital Status		
Married	186	93.1
Divorce	3	1.5
Widow	9	4.5
Never Marry	2	1.0
Occupation		
Services	42	20.8
Agriculture	137	67.8
Industry	19	9.4
Unemployed	2	2.0
Total	200	100

Source: Field Survey, 2018

As depicted in Table 4.1, it was ascertained in the survey results that majority of parents in the P.T.A. were within the age bracket of 41 – 50 years, which



represented about 44.6% of the sample population. From the data, it can be identified that most of the active parents in basic schools were between the working force age; indicating that parents had the capacity to contribute to the development of P.T.A and its activities, whilst 7.9% of parents were 60 years and above who are considered as dependable force and may not be able to fully contribute to the management of basic schools.

In the sphere of gender, it was realised that most of the parents were males representing about 62% members of P.T.A. Few of these parents in the P.T.A were women representing about 37.6% of the population. In terms of marital status of parents, about 93.1% of the respondents were married, whilst 1.5% were single parents. In occupation wise, it was noticed that about 67.8% of the parents were into agriculture which is the main form of employment in the district, 20% in the services sector, 9% in the industry and about 2% of the respondents were unemployed.

4.2. Analysis Pertaining to Research Questions of the Study

The main focus of this section was to present the results and discussion which emerged in accordance with research questions outlined in the study. These included the contributions of P.T.A to the management of basic schools, challenges encountered by the P.T.A in the governance and management of basic school, as well as the strategies that can be adopted to resolve the challenges encountered by the PTAs.

Research Question 1: How do Parent-Teacher Associations contribute to the governance and management of basic schools in the Nadowli – Kaleo District, Ghana? The objective of this question is to assess the contributions of PTAs to



basic school governance and management in Nadwoli-Kaleo District, Ghana
(The detailed results are discussed in the ensuing sections).

4.2.1 Provision of finances to the basic schools

This work was able to identify the way and manner that P.T.A financially contributes to the activities of basic schools as part of basic schools' governance and management. Detailed results are summarised in Table 4.2 below.

Table 4.2: Financial Contributions of the P.T.A to the Basic School

	Total number of responses (%)					Total
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	
P.T.A. contributions to Dues payment	36 (18%)	16 (08%)	04 (02%)	125 (62.5%)	19 (09.5)	200 (100%)
Frequent auditing of P.T.A. Accounts	02 (01%)	03 (01.5)	01 (0.05)	153 (76.5%)	41 (20.5%)	200 (100%)
Effective P.T.A. Budget and expenditure	07 (03.5%)	11 (5.5%)	17 (08%)	115 (57.5%)	50 (25%)	200 (100%)
P.T.A. getting financial support from other sources	41 (20.5%)	11 (05.5)	17 (08%)	107 (53.5%)	24 (12%)	200 (100%)

Source: Field Survey, 2018

As Table 4.2 shows, 18% and 8% of the respondents respectively strongly agreed and agreed with the assertion that P.T.A dully contributed to dues in basic schools, 2% were neutral to that and 62.5% and 41% strongly disagreed and disagreed that P.T.A contributed dully to their dues in schools. In regards to frequent auditing of P.T.A accounts, it was ascertained that 1% and 1.5% strongly agreed and agreed, 0.05% were neutral and 76.5% and 41% of the



respondents strongly disagreed and disagreed. 3.5% and 5.5% of them strongly agreed and agreed that P.T.A had effective budget and expenditure, 8% were neutral and 57.5% and 25% strongly disagreed and disagreed to it. On the ability of P.T.A getting financial support from other sources, it was identified that 20.5% and 5.5% strongly agreed and agreed that they are able to get financial assistance from other stakeholders, 8% were neutral and 53.5% and 12% strongly disagreed and disagreed to that.

It was found out that P.T.A's commitment to dues payments was low in the basic schools in the study area. Meanwhile, that was the main source of funds to the P.T.A. It was established that the collection of P.T.A's levies was agreed on during general meeting sessions at least ones every year. The schedule date was mostly during every re-opening. Upon agreement to collect levies, pupils pay it to their class teachers and later given to the P.T.A treasurer. Apart from the contributions from members of P.T.A, the schools were also expected to do farming during the rainy season so that they could generate income to the school. To confirm the findings, the researcher further explored the issue during an interview with the key informants. One of them had this to say;

P.T.A's gets funds through contributions which the parents and other stakeholders meet to decide on the amount each was to pay. The contribution to this levy is made each term but some people do not pay. The school also sell food items harvested from school farms. This support is in the form of buying farm inputs and providing fertile farm lands. (Key informant Charikpong, November, 2018).

In addition, the basic schools get funds through donations from philanthropists (churches and NGOs) through the leadership of the P.T.A. The needs of the schools are aired to stakeholders in the communities and the District.



As observed from Table 4.2 and the key informant interview, the P.T.A puts in numerous strategies to deal with the financial problems encountered in basic schools; however, some of the parents were not able to pay their financial obligations though they all met to agree on it. As supported by Wohlstetter, Smyer and Mohrman (1994), schools' neighbourhood is usually concerned with and called for neighbourhood meetings to take decisions on the allocation of funds to parents though some guardians seem reluctant in the payments of such funds. It was also identified that P.T.A paid dues and further collaborated with the school to farm and get funds to supplement other available funds in the governance and management of basic schools. This is in line with the declaration of DeMarquis (2012) that parents' contributions to school resources can take two main forms: in-kind as well as financial support. In-kind supports include labour for activities such as school construction and work by students on the school plot; and can cover contributions of goods such as provision of land for construction, building materials for school construction or food.

It was also revealed that P.T.A commitment to payment of dues was very low since about 70% of the respondents disagreed that P.T.A. contributed to dues payment whereas, about 26% of them agreed that P.T.A was committed to dues payment. This is in contrast with the findings of Wondemneh (2013) that P.T.A is committed to the payment of dues during his study to investigate the duties and responsibilities of P.T.A in secondary schools in Entoto Amba, Addis Ababa. As indicated above, P.T.A members confirmed low effective budgeting and expenditure alongside infrequent auditing and accounting in basic schools and this consolidates Mutinda (2013) revelation with 54% of the



P.T.A members reporting lack of proper accounting and budgeting procedures in schools.

4.2.2 Provision of infrastructural facilities in basic schools

This study also investigated on how the P.T.A assisted basic schools in terms of infrastructure. Table 4.3 below gives details to that. As Table 4.3 indicates, there was inadequate infrastructure in the basic schools as 124 (61.9%) and 34 (17.3%) respondents strongly disagreed and disagreed respectively that there was adequate infrastructure in the basic schools, 15(7.4%) were neutral whereas 16(7.9%) and 11(5.5%) strongly agreed and agreed that the infrastructure in basic schools were adequate for the schools. On the issue of the maintenance of the existing school facilities, 93(46.5%) and 76(38%) respondents respectively strongly disagreed and disagreed that parents assisted in the maintenance of school facilities and 11(5.5) were neutral, whereas 7 (3.5%) and 13(6.5%) respondents also strongly agreed and agreed that parents and guardians maintained school facilities.



Table 4.3: P.T.A Contributions to Infrastructural Development in the Basic School Level

Contributions to infrastructural facilities	Total number of responses (%)					Total
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	
Adequate Infrastructure for Basic School	16 (7.9%)	11 (5.5%)	15 (7.4)	124 (61.9)	34 (17.3%)	200 (100%)
Maintenance of infrastructure	07 (3.5%)	13 (6.5%)	11 (5.5)	93 (46.5%)	76 (38%)	200 (100%)
P.T.A seeks support from NGOs and other stakeholders	26 (13%)	30 (15%)	40 (20%)	57 (28.55)	47 (23.5%)	200 (100%)
P.T.A provision of facilities to school	09 (4.5%)	19 (9.5)	34 (17%)	46 (23%)	92 (46%)	200 (100%)

Source: Field Survey, 2018



As indicated in Table 4.3 above, in the area of parents accessing infrastructural assistance from NGOs and other educational stakeholders, 47(23.5%) and 47(23.5%) of the respondents strongly disagreed and disagreed that they got assistance from them and 40(20%) were neutral, whereas 26(13%) and 30(15%) of parents strongly agreed and agreed that schools got infrastructural assistance from them. Looking at the provision of infrastructural facilities by P.T.A in basic schools, 46(23%) and 92(46%) of the parents strongly disagreed and disagreed to that, 34(17%) were neutral whilst 9(4.5%) and 19(9.5%) of them strongly agreed and agreed that P.T.A members provided infrastructural facilities to basic schools.

In addition, as part of the data collection process, the issue of the contributions of the P.T.A to Infrastructural Development in the Basic School Level was further explored. One of the participants stated;

...As you can see my son, all the tables and chairs are broken, they are not quality and enough and the government is also adamant to provide us...you ask my secretary the number of times we have visited the District Education Office on pupils' chairs and tables. Most of the P.T.A members are also farmers and cannot provide chairs and tables for their children so we are still waiting on the government to assist us. (Key informant, Charikpong, November 2018).

Furthermore, observation by the researcher during the field work also revealed that the P.T.A had been well, but their contributions were found to be insufficient. In Charikpong-Saan, it was found that some of the classrooms were in deplorable conditions with inadequate desks for pupils.





Plate 1.0: Charikpong-Saan Primary School Block in a deplorable state

Source: field observation, 2018.

From the findings, it was established that though P.T.A's contributed to infrastructure repairs and maintenance in the basic schools, the contribution was very low and as such insufficient and uncondusive to take care of the growing population in the selected schools of the study. These outcomes from the study are in consistence with Mutinda (2013) whose work identified that parent associations in some schools contribute to infrastructure development in schools, however, existing infrastructure facilities in their schools are not sufficient and some are old; other available deplorable physical facilities are

poorly maintained leading to reduction in the effectiveness and efficiency in schools' performance.

4.2.3: Provision of support for curriculum and teachers' development

Table 4.4: Contributions of P.T.A. to Curriculum Activities and Teachers Development in Basic Schools

Contributions	Responses				
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
P.T.A Contributions to Curriculum and instructional activities					
Parents are participating in decision-making in basic schools	21	31	18	95	35
Parents are invited to demonstrate their knowledge and skills	17	24	40	91	28
P.T.A feel Duty bound to jointly manage Basic Schools with Teachers	75	70	15	28	12
Parents Monitor and Evaluate Curriculum and Infrastructure Programmes	10	10	13	149	18
Total Average	31	34	22	91	23
P.T.A Contributions to Teachers Development					
P.T.A Supervises the activities of teachers	7	18	13	153	9
P.T.A motivates and attend to the welfare of teachers	17	74	28	63	18
P.T.A organizes in-service training for teachers	13	17	12	145	13
Effective teacher and community communication	35	91	15	40	19
Total Average	18(9%)	50(2%)	17(08.5%)	100(50%)	15(7.5%)

Source: Field Survey, 2018

As part of the study, the researcher sought to investigate how parents provide support to teachers in curriculum development. The detailed results are provided in Table 4.4. Data showed on the table revealed that averagely, 18(9%) and 50(25%) respondents strongly agreed and agreed that P.T.A's contributed towards curriculum development in the basic education level, an average of 17(8%) of them were neutral whilst averagely, about 100(50%) and



15(0.5%) respondents strongly disagreed and disagreed respectively that P.T.A's contributed to curriculum and instruction activities and teachers' development in basic schools. In a key informant's interview, this is what he had to say;

P.T.A is not in the position to motivate teachers and is unable to take active part in the curriculum development and interpretation to enhance output due to parent rate of illiteracy and deprivation in curriculum development. The executives help the schools in dealing with some kind of indiscipline behaviours among both teacher and pupils such as truancy, teenage pregnancies, teachers' assault etc. The P.T.A. executives at some point in time visit the schools to solicit staff views on problems affecting the school and possible solutions (Key informant Kaleo, November, 2018).

It can be indicated from the Table 4.4 and the key informant's interview that the P.T.A assisted school with disciplinary issues, teachers' welfare and established good rapport with school management to enhance effective teaching and learning environment. This finding is in line with Tan and Goldberg (2009) that in the presence of good parental relations with teachers and school management, teachers get respect from parents and increase their viewpoints about their teaching environment. This promotes their understanding of different parental and students' circumstances, enhancing information flow and consideration of the pupils' home, families and out of school activities. In addition, such parental teachers' relation in school and at the community levels has been documented as being academically beneficial by educational researchers (Gonzalez-De-Hass & Williams, 2012). However, the findings also revealed that P.T.A members were not able to directly involved in the development of curriculum and instruction, its interpretation and monitoring due to their low level of education, unwillingness and alienation by curriculum developers. This is in line with Akpan (2014).



Parental apathy and illiteracy, generally, was the major challenge to involving parents in school management; and this was a very serious challenge because if parents lack the interest, enthusiasm and remain indifferent, it might be very difficult for principals to persuade them to participate in school governance and management.

Research Question 2: What challenges do Parent- Teacher Associations encounter in the governance and management of basic schools in the Nadowli-Kaleo District, Ghana? The objective of the question is to assess the challenges which PTAs encounter in the governance and management of basic schools in the Nadowli-Kaleo District, Ghana (See the detailed discussions of the results in the subsequent section).

4.2.4 Curriculum and instruction

The study further investigated into the challenges that the P.T.A faces in contributing to curriculum and instructions at basic schools. Figure 4.1 below gives summarised details;

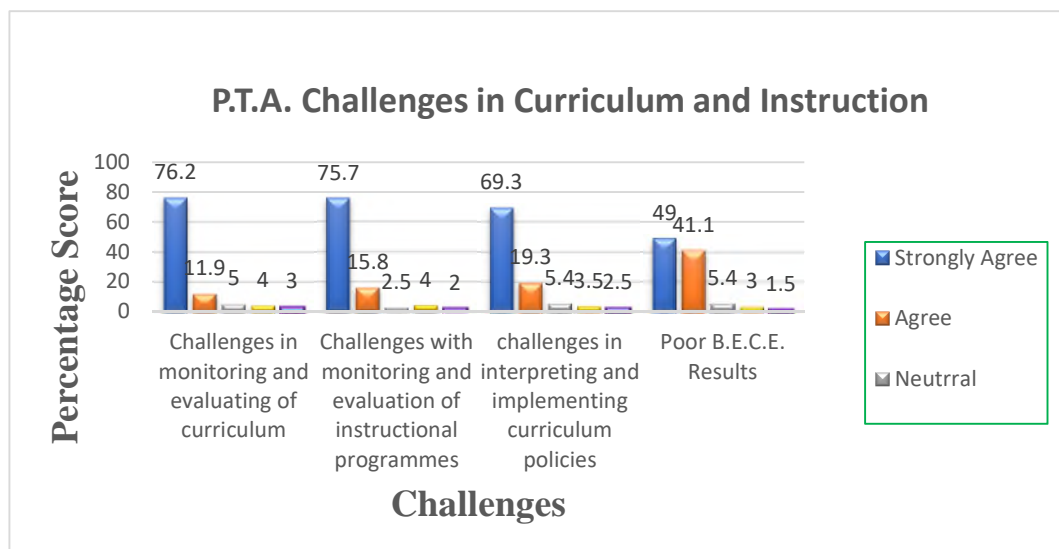


Figure 4.1 P.T. A challenges in curriculum and instruction
 Source: Field Survey, 2018

As depicted in Figure 4.1, it was identified that 76.2% and 11.9% strongly agreed and agreed that P.T.A was faced with some challenges in the monitoring of curriculum in schools, 5% of the respondents were neutral whereas 4.5% and 3.5% of them strongly disagreed and disagreed respectively to that. Also, 75.5% and 15.8% of the respondents strongly agreed and agreed that parents had challenges in monitoring and evaluating instructional programmes in schools, 2.5% were neutral whilst 4% and 2% strongly disagreed and disagreed to that. With regards to parents' challenges in interpreting and implementing curriculum policies, 69.3% and 19.7% strongly agreed and agreed respectively to that, 5.4% were neutral and 3.5% and 2.5% of respondents strongly disagreed and disagreed to that. On issues pertaining to BECE performance by students in basic schools, 49% and 41.1% of the respondents strongly agreed and agreed that performance was poor, 5.4% were neutral and 3% and 1.5% strongly disagreed and disagreed simultaneously that performance was poor.

In a key informant's interview, this was what an interviewee had to say.

Hmm....most of my people hardly visit the school not to talk of monitoring activities in the school. They usually come to this premises only when meetings are called, this is as a result of their illiteracy level, unawareness' and inability to identify their duties and responsibilities in the provision of curriculum and instruction in the schools. The officer (circuit supervisor) is also not regular in visits, we had a small problem some time ago and upon series of calls he answered to visit, we waited for almost 7 weeks but he failed to come without any excuse so we have to meet him at the office in Nadowli

(Key informant, Takpo, November, 2018).

As can be established from Figure 4.1 and the key informant's interview, one of the challenges that confronted P.T.A in their contribution to curriculum and instruction in basic schools was that most of them did not know their duties and responsibilities in terms of curriculum and instruction hence their inability



to monitor and contribute to curriculum and instruction in basic schools. This finding is also posited by Girma (2012) as his work revealed that most of the P.T.A. members did not know their duties and responsibilities clearly and as such they could not discharge the major duties and responsibilities at Tsehay Mewcha primary school effectively. Also, Kiprono, Nganga and Kanyiri (2015) similarly affirms that it is proven that the ability of parents' school management groups to participate in school activities are hampered by lack of certain basic management knowledge in enhancing their roles as managers of schools. In the same vein the findings of the study collaborate with Schmitt and Kleine (2010) results that most empirical studies on parental involvement find that parents' engagement in their children's education was affected by their educational level.

4.2.4.1 Challenges P.T.A faces in supporting teaching

In the survey, it was reported that some of the challenges among the teaching staff were inadequate teaching personnel, poor teacher's welfare, issues of indiscipline among teachers, poor teachers' community relations, low level of motivation and inadequate in-services-training and workshops to teachers.



Table 4.5: Challenges P.T.A faces in supporting Teaching

Challenges	Responses (%)				
	Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
Inadequate teaching staff	35.1	47.0	5.4	7.0	5.5
Inadequate motivation and welfare	64.8	19.8	7.4	4.0	4.0
Disciplined teaching staff	28.2	37.6	16.3	11.9	6.0
Poor teachers' community relations	18.3	13.7	11.1	42.4	14.5
Inadequate in-service training	76.2	10.8	4.5	5.0	3.5
Average Total	45	26	09	14	7

Source: Field Survey, 2018

As indicated in Table 4.5 on issues regarding inadequate teaching staff, 35.1% and 47% strongly agreed and agreed to that, 5.4% were neutral whilst 7% and 5.5% strongly disagreed and disagreed to that. 64.8% and 19.8% respondents strongly agreed and agreed that there was inadequate teacher motivation, 74% were neutral and 4.0% and 4.0% of them strongly disagreed and disagreed to that. On how disciplined teachers were, 28.2% and 37.6% of the respondents strongly agreed and agreed that teachers are disciplined, 16.3% were neutral and 11.9% and 6% strongly disagreed and disagreed to that. With regards to poor teachers' community relations, 18% and 13.7% strongly agreed and agreed to that, 11.1% were neutral and 42.4% and 14.5% strongly disagreed and disagreed. On inadequate in-service trainings, 76.2% and 10.8% strongly agreed and agreed, 4.5% were neutral and 5% and 3.5% strongly disagreed and disagreed.



This was what two key informants had to say;

... Me, I think that the children are not willing to go to school because there are few teachers to teach them. Anytime my son refuses to attend school or comes home before closing time and I ask, he usually says either there is no teacher or their teacher has gone home. This is a very big problem in our basic schools ...” (key informant Takpo, November, 2018)

The children do not pass some of the subjects in BECE, some of them complained that they don’t have English, Integrated Science, ICT teachers and textbooks to teach and learn. Even in the primary school, teachers are not enough nor regular and have combined two or three classes together. So some of our children refuse to go to school with the excuse that they cannot sit in the same class and learn the same things with their juniors” (key informant, Charikpong, November, 2018).

From table 4.5 and the two informant interviewees, it can be identified that the schools were challenged with inadequate staff to teach. In addition, results from the focus group discussions showed that many of the schools did not have enough teachers. This assertion compromises Mutinda (2013) findings that most of the schools under his study experienced challenges relating to inadequate staff in the schools leading to low performances

4.2.5 Financial challenges

Financial challenges encountered by PTAs in relation to the contribution to basic school governance and management were also identified during the field work process. These challenges were discussed in detailed in the ensuing section.



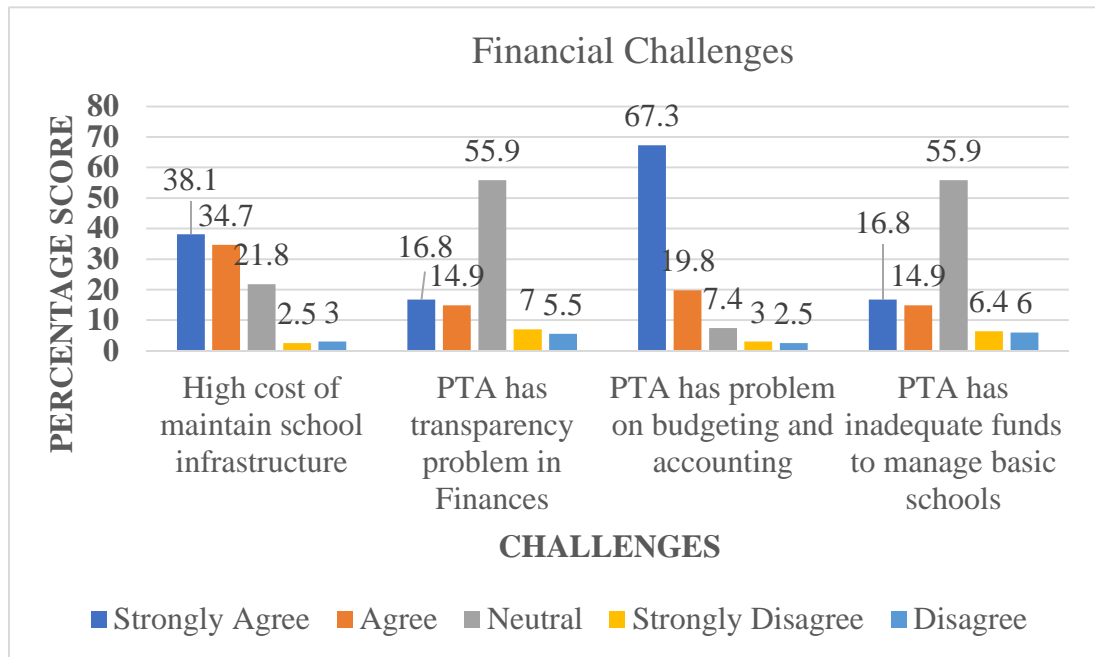


Figure 4.2: Financial Related Challenges face by P.T.A.

Source: Field Survey, 2018

The Figure 4.2 shows that P.T.A encounters a number of financial challenges that tend to affect their contributions towards basic school governance and management in the study area. As noted in the study, high cost of maintaining school infrastructure representing 38.1% and 34.7%, whilst 21.8% of them were neutral and 2.5% and 3% of the respondents strongly disagreed and disagreed to that. Also, transparency in financial management was identified as the next challenge. Out of the total respondents, 16.8% and 14.9% of the respondents strongly agreed and agreed, 55.9% were neutral and 7% and 5.5% strongly disagreed and disagreed respectively. On the budgeting and accounting, 67.3% and 19.8% strongly agreed and agreed, 7.4% were neutral and 3% strongly disagreed and disagreed respectively. Again, inadequate funds to manage basic schools, 16.8% and 14.9% of the respondents strongly agreed and agreed, whilst 55.9% said they were neutral. Additionally, 6.4% and 6% of



the respondents indicated that they strongly disagreed and disagreed respectively.

In the focus group session, all the respondents reported that the PTAs encountered a number of challenges such as inadequate funds to carry out their tasks for the basic schools. This development was caused by the inability of some parents to pay their dues regularly. In the same dimension, it was also revealed that the P.T.A did not have account and nothing like auditing was done on the little contributions that were accrued by the association, thus, this further made parents reluctant to go by their commitments. This buttresses the assertion of Bisschoff and Raj Mestry, (2009) that most management teams of schools have problems with financial budgeting and accounting leading to low financial acquisition. Again, it was established that, some of the financial secretaries and treasurers in charge of keeping the P.T.A funds in some schools misappropriated the dues meant for the PTA and could not account for them. Also, it found that, some of the parents were not aware of any levy because, they did not attend P.T.A meetings and they thought that everything was free for them.

Corresponding to the findings, the issue was probed further during interview with the key informants. One of the key informants had to say;

Payment of dues is not a problem but other extra levies such as billing parents to undertake special projects delay especially during the rainy season when many parents do not have money. Many of the parents are peasant farmers and do not have enough money to fulfil their obligations and, in some ways, they complain of not getting any accountability from the P.T.A executives. Some parents even do not want to come for P.T.A meetings because of the funds to pay (key informant, Takpo, November, 2018).



In a focus group discussion, it was revealed that since the P.T.A executives' positions were not permanent, it made it difficult to have an account and the P.T.As contributions were small. Payment of P.T.As dues was challenged; this even made the governance and management movements of the P.T.A executives restricted. This means that past P.T.As Executives could not be held accountable to any funds misappropriated. The findings confirmed Clark (2008) and Mutinda (2013) findings that the management of school finances in terms of budgeting and accounting is one of the most challenging activities of the SMCs' responsibilities because for many, it is an area in which they have little or no training or expertise.

As can be ascertained from the above key informant's interview, the poor socio-economic background of parents hampered their financial commitments in schools and this justifies Akpan (2014) findings that financial support to schools is rated least as parents' contribution to schools is low because of the poor socio-economic status of parents. Though parents made financial supports through the payment of levies in schools, it was also discovered from the focus group discussion that, due to the fact that most of P.T.A executives had little knowledge in the management of schools, they lacked a lot of innovative measures to enhance effective school management. In collaboration with this finding is the position by reports from a South African Journal of Education that, lack of effective skills for school management by the stakeholders of school's governance and management is the major reason for confrontations between School Governing Boards, principals and parents (Dieltiens & Enslin, 2002).



Also, the study affirms that P.T.A has problems in meeting maintenance cost of the schools due to limited available resources and funds at their disposal leading to the poor states of some of the schools' infrastructure. In agreement is the notion of Ayele (2011) that the shortage and deplorable nature of necessary facilities and resources in schools are due to inadequate funds at parents and school management's disposal posing critical challenges that further affect parents' involvement in the implementation of quality education in the country.

4.2.6 Infrastructural challenges

The researcher sought to find out the availability and mode of existing infrastructural facilities in the basic schools from respondents. Among the numerous challenges that the P.T.A faces in the management of schools at the basic level is the issue of inadequate infrastructure. Detailed results are summarised in Table 4.6 below;

Table 4.6: Infrastructural challenges

Challenges	Responses (%)					
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Total
lack of control over the use of facilities	15.3	25.7	51.0	5.0	3.0	100
Inadequate existing infrastructure in schools	61.9	24.3	10.5	1.5	2.0	100
Average Total	38.6	25	30.7	3.2	2.5	100

Source: Field Survey, 2018

As indicated in Table 4.6, there were about 38.6% of the respondents are of the view that the existing facilities are inadequate and more to the point, the P.T.A lacked control over their use. In addition, 30.7% of the participants indicated that they remained neutral about P.T.A. not having control over the use of



facilities in the basic schools as well as inadequate existing infrastructure in schools as contributing to infrastructural challenges at the basic school level.

In addition, field reports from the focus group discussions showed that the availability of infrastructure was much of a challenge in basic schools. Most of the existing infrastructures were in deplorable conditions due to inadequate repairs and maintenance. For example, just a few of the classroom blocks had ever been renovated since construction. Furthermore, it was found that many of the basic schools were having inadequate desks, tables and chairs, especially at the primary level which affected teaching and learning. This finding affirms Bullock (2007), revelation that inadequate school infrastructure disrupts teaching and learning. In a key informant's interview, it was gathered that many of the primary schools did not have well-built kitchen because, the existing ones which were constructed by the P.T.A sometimes back with no support from the government of Ghana were dilapidated. There was also the need to repair broken windows and doors of the schools which were not done. It was further identified that many of the schools did not have access to electricity; this prevented pupils and teachers who wanted to study or organise classes there in the night after the day lessons. Many of the schools did not have computer laboratories.

The schools lacked computer laboratories for lessons in ICT. Most schools converted their classrooms for that purpose; however, the place posed many forms of inconveniences during lessons. A similar revelation is held by Toprakci (2006) and Aduwa-Ogiegbaen & Iyamu, (2005) that most of the schools lacked ICT equipment notwithstanding how global the world is now making it very difficult to teach the subject in the schools. Most of the



communities were not having well-structured blocks for the nursery and kindergatens which is the foundation of learning, they had rather converted old classroom blocks as nurseries and Kindergartens. Those having were not adequately equipped but for the primary and JHS, it was quite better. There were few teachers, teachers' tables and chairs. During the interview session, a key informant had this to say;

There are not enough teachers' accommodation facilities, this makes them to stay at distant places while coming to school. Many of them rent rooms for themselves at a very high cost. For example, a single room in Takpo is between GH400-450GH a year which is making it difficult for many teachers to stay in the community to work (Key informant, Takpo, November, 2018).

Furthermore, observation by the researcher during the field work also revealed that though the P.T.As have been doing well, their contributions were found to be insufficient. In Charikpong-Gabilee for instance, it was found that the school kitchen was in deplorable conditions.



Plate 2.0: Charikpong-Gabilee Basic School kitchen in a deplorable state.

Source: Fieldwork, 2018.



Research Question 3: What strategies do the Parent- Teacher Associations employ to cope up with these challenges facing them in the governance and management of basic schools in the Nadowli – Kaleo District? The key objective of this question is to explore the strategies for solving the Challenges P.T.As face in the Governance and Management of Basic Schools in the study area. The findings are elaborated in the ensuing section.

4.2.7 Accessing Funds from Diversified Sources and financial training

Data from the field revealed that, accessing funds from diversified sources would help the P.T.As raise resources in undertaking their activities. This supports Ugwulashi, (2012), assertion that one of the major roles of PTA in schools is to enable schools acquire funds from all available possible sources to further augment the government’s own. Similarly, another strategy that came out was undertaking regular auditing and publishing of P.T.A. accounts and expenditure to enhance transparency and accountability of the usage of all funds that come into their disposal. It was found that the financial challenges facing P.T.A at the basic school level could be solved through monitoring of funds to ensure that resources are utilized in accordance with the school and association’s budget. This is in agreement with Pandey, Goyal & Sundararaman, (2010) that the PTA in achieving its goals in school governance and management need to regularly monitor their funds and expenditure.

In a focus group discussion, it was found that, “there should be organisation of education for P.T.A members on measures to enhance their involvement in the governing and management of basic schools in Ghana. The government should therefore intensively educate P.T.A members most especially the executives on



funds acquisition, management, investment and accountability to relieve the association from its financial related problems. The funds to P.T.A. as levy from the parents were very small; as such, the government should also increase the capitation grants”. In consonance is the revelation by Ampratwum & Armah-Attoh, (2010) in their study that the capitation grant paid on the basis of a schools’ population was too small to solve the problems some schools were going through.

Data gathered from the field also revealed that stakeholders of education such as the GES and non-governmental organizations should make an effort in the education of the P.T.A. leadership on funds acquisition and management. For instance, education should be done on how to invest the funds they get to manage the basic schools so as to transform them into profitable ventures to bring in more funds in supporting the activities at the schools’ level. It was revealed that the limited sources of funds to the schools could be improved if parents cultivated the habit of paying levies on time and regularly. The amount for the terminal levy at the basic school level was too small and should be increased to an appreciable amount that would be able to sponsor bigger activities and projects at the basic school level. Many of the P.T.As at the basic school level do not have any standing accounts to aid smooth financial transactions and accountability. Therefore, the government through the GES should put modalities in place to ensure that the various P.T.As at the basic levels have accounts for running their activities. This will not only improve quick transactions but also promote transparency and trustworthiness among members. If this is done, the government will have the zeal of transferring any financial assistance directly into basic school’s P.T.As accounts. On the



suggested solutions to mitigate the financial challenges of the P.T.A, a key informant had this to say;

To me, I think that the main problem resulting in the crises of the management of P.T.A funds at the basic level is lack of financial management know-how leading to the unavailability of valid account for the association to operate with. This makes tracing of financial expenses difficult and parents do not have faith in the ability of the executives because they do not account to them, so there is the urgency for the P.T.As to be given some sorts of financial management training to equip them with the necessary skills and knowledge needed (key informant, Kaleo, November, 2018)

As evidenced in the above, the study revealed that to deal with the financial challenges P.T.A encounters, there must be training and sensitization of P.T.A members and executives on financial acquisition, budgeting, accounting and transparency. This finding is in agreement with Chisamya, deJaeghere, Kendall and Khan (2010) that in enhancing financial efficiency, accountability and effectiveness at all levels in schools, the school management and parents should be equipped in diverse ways with the necessary financial education and training. Similarly, this finding is buttressed by the position of Mpiluku, (2014) that educational directorate and the schools should involve school management and parents on capital management education in schools to encourage the full participation of parents in both their wards' studies and school activities.

The findings of the work also revealed that P.T.A executives lack the appropriate school governance and managerial knowledge to undertake their functions; and as such, training and education should be in place to make them efficient and up to the task. This notion is also held by Girma (2012), his study affirmed that most of the P.T.A members did not have good knowledge and awareness on how to manage and lead the schools effectively and so needed



workshops and training. This result of the study further consolidates Kiprono, Nganga and Kanyiri (2015) revelation that the capability of the educational committee in school participation was restricted by the low managerial knowledge, skills and attitudes. Therefore, there is the need to train the members of the school committees on different avenues so as to enable them have a holistic approach in the management of the public primary schools consolidates (Kiprono, Nganga & Kanyiri 2015).

Table 4.7: Strategies to address the infrastructure and curriculum and instruction challenges facing P.T.A in the governance and management of Basic Schools.

Strategies/Solutions		Responses (%)					
		Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Total
Strategies on School Infrastructure	Prioritization of school projects	74.3	10.9	5.9	4.0	5.0	100
	Frequent repairs and maintenance of infrastructure	37.6	50.0	5.0	4.0	3.5	100
	Putting in place measures to enhance good use of school infrastructure	65.8	22.3	6.4	2.0	3.5	100
Strategies on Curriculum and Instruction	co-ordination and consultation of curriculum with experts	54.0	34.7	4.0	4.0	5.0	100
	constant appraisal of curriculum and instruction	25.7	60.9	7.9	1.0	4.5	100
	Training and development of PTA Executives	51.5	33.2	10.4	2.5	2.5	100
Strategies on Teachers Development and Good Working Environment	enhancing sound community teacher relations	73.8	19.3	1.5	2.0	3.5	100
	consistent provision of motivation and welfare packages	68.8	21.8	5.0	2.0	1.0	100
	frequent orientation of teachers	77.2	8.9	6.9	3.0	4.0	100

Source: Field Survey, 2018



As indicated in Table 4.7, on the strategies to enhance adequate infrastructure, it was 74.3% and 10.9% of the respondents respectively strongly agreed and agreed that PTA should prioritize school infrastructure, 5.9% were neutral whereas 4% and 5% correspondingly strongly disagreed and disagreed. 37.6% and 50% of the respondents strongly agreed and agreed that there should be frequent repairs and implementation of school infrastructure, 6.4% responses were neutral while 4% and 3.5% of them strongly disagreed and disagreed to it. On the implementation of measures to enhance good use of school infrastructure 65.8% and 22.3% strongly agreed and agreed to that, 6.4% were neutral and 2% and 3.5% strongly disagreed and disagreed. On the strategies to enhance effective PTA participation in curriculum and instruction development and implementation, 54% and 34.7% respondents strongly agreed and agreed that PTA should be equipped to coordinate and be consulted, 4% of the respondents were neutral whereas 4% and 5% strongly disagreed and disagreed. Respectively, 25.7% and 60.9% strongly agreed and agreed that there should be constant appraisal of the curriculum to meet current trends, 7.9% were neutral while 1% and 4.5% respondents strongly disagreed and disagreed to that. Regarding constant training and development of PTA executives be abreast with school governance and management techniques 51.5% and 33.2% of the respondents strongly agreed and agreed, 10.4% were neutral while the remaining 2.5% and 2.5% of them strongly disagreed and disagreed. On the strategies for teacher development and good working environment, 73.8% and 19.3% strongly agreed and agreed that PTA should enhance sound community – school relationship, 1.5% were neutral whereas 2% and 3.5% respondents strongly disagreed and disagreed to that. On PTA



provision of motivation and welfare packages 68.8% and 21.8% of the respondents strongly agreed and agreed to that, 5% were neutral and the remaining 2% and 1% respectively strongly disagreed and disagreed. On issues with PTA organisation of frequent orientation for teachers 77.2% and 8.9% of the respondents strongly agreed and agreed to that, 6.9% of them were neutral whereas 3% and 4% in turn strongly disagreed and disagreed.

4.2.8 Infrastructure prioritization and management

In addition, information gathered through the survey shows that the ultimate strategy to solving infrastructural problems at the basic school level is by prioritization of projects. About 74% of the respondents strongly agreed to this strategy. This will help in financial managements and also prevent waste of scarce resources (Table 4.7). Similarly, about 65.8% of the respondents also strongly agreed that the infrastructural problems can be put in control through putting in place measures to enhance good use of school infrastructure. These included but not limited to minimal pressure on infrastructures and the use of available facilities for the right purposes (Table 4.7). In the same vein, about 50% of the respondents agreed that when P.T.A cultivates the habit of maintenance culture and repairs, infrastructural problems such as rapid deterioration will be minimized to increase the lifespan of available facilities (Table4.7). In the same vain Akinwale, (2010) in his study reiterated that PTA adopt the culture of maintenance as most school infrastructure was found in highly deplorable conditions.

In focus group discussion, it was revealed that, “the government as well as the P.T.A should do well to provide more tables, chairs, desk, and teachers’ tables



and chairs at least in every two years to help ease the deficit in terms of furniture for pupils and teachers. Many of these schools do not have enough tables for the pupils to use; most of them lie on their stomach to write during lesson hours. Not only is this, in most schools, the classrooms are also inadequate for pupils to use. In some situations, one classroom can contain two classes and some pupils learn under deplorable conditions especially, the kindergarten pupils". Equally, Xaba and Malindi, (2010), admitted that some schools are under poor environmental and infrastructural conditions making teaching and learning uncondusive and difficult per all teaching and learning standards. Participants therefore suggested that at least, the P.T.A. with the support from non-governmental organizations should provide temporal structures and equipment such as tables, desk and wooden pavilions for pupils' usage while waiting for befitting ones. Likewise, Umar and Ma'aji, (2010) in their study assured that all educational stakeholders should either separately or jointly come to the aid of schools with inadequate and deplorable school infrastructure. It was complementarily established that the incidence of maintenance can be improved when the P.T.A. allocates budget for maintenance and repairs of infrastructures at the basic school level. It was also added that, many teachers are not regular at school because they do not stay in the communities that schools are located and when teachers' quarters are provided, it will minimize teachers' absenteeism. This finding is in affirmative with Abdul-Rahaman, Ababio, Arkorful, Basiru, and Abdul Rahman, (2018) that the provision of teachers quarters in communities will help reduce the prevailing rate of teacher truancy and absenteeism in our schools. The study realised that the P.T.A in the meantime should try to get some form of



accommodation from stakeholders of the various communities to at least serve the teachers. One of the problems identified was the nature of kitchens in the schools where the food of pupils at the primary and pre-school levels is prepared. It was suggested that this can be solved if the P.T.A improvises for structures through communal engagement temporary. However, in promoting befitting and sustainable infrastructure/facilities, construction of kitchens can be done by the government to enhance the preparation of hygienic food for pupils.

In the key informant interviews conducted, “it was established that in many of the basic schools, teachers have neither office nor staff common room and their office or staff common room especially at the JHS level is under trees.” This assertion is also held by Bush, Joubert, Kiggundu and Van Rooyen, (2010), that most rural schools’ teachers suffered from either inadequate or deplorable state of infrastructure. With this, majority of the informants were of the view that, this problem is not beyond the control of the P.T.A as such, the P.T.A executives should be proactive at seeking for support from NGOs that are into educational related fields. Notwithstanding, the P.T.A. executives can solicit for funds through contributions with strict payment terms though this may be hampered by the government’s policy of free education which does not allow the association to operate effectively in terms of funds acquisition. It was also said that, some of the schools are having computers but there are no laboratories to keep them and they believe that if the outfit of the P.T.A is supported, there can be joint construction of computer laboratories for the schools alongside good internet facilities.



4.2.9 P.T.A broad consultation on curriculum development and participation in instruction

Again, it was revealed in the survey that in order for P.T.A. to be able to solve pertinent problems on the grounds of curriculum and instruction, there was the need for constant PTA' participatory in the appraisal of curriculum and instruction in the basic schools. This evaluation will help identify irrelevant aspects of the curriculum and re-adjust to suit current educational provisions and to meet the understanding ability of the pupils to further address the trending demands of society (Van den Akker, 2010). About 60% of the respondents supported this idea (Table 4.7). On the other hand, about 54.8% of the respondents strongly believe that the option that can take care of challenges in curriculum and instruction is by way of co-ordination and consultation of curriculum with experts to help update and form new curriculum to help teaching and learning in basic schools.

Results from the focus group discussions highlighted the role of parents and teachers in promoting curriculum and instructions. Discussants were of the belief that parents should be educated massively on their roles in the implementation, monitoring, supervision and evaluation of curriculum and instructional programmes. This is in collaboration with Knopf and Swick (2008) argument that schools and other educational stakeholders need to be actively involved in supporting parents to develop a positive attitude and assist them in tangible activities in their children's schooling. This points out that families need capacity building from schools on why and how they should participate in school governance and management to change the negative attitudes that pupils have (Hoell 2006). As it will enable parents to recognize



their importance in the teaching and learning process. Due to the lack of recognition of P.T.As' assistance to basic schools' instructional program, their contribution to basic schools' performance is underestimated. However, it is an essential role to improving learning outcomes (Kimaro & Machumu, 2015) and this further sustains Suárez-Orozco, Onaga, and de Lardemelle (2010) assertion that parental participation in schools is linked positively to a variety of academic outcomes.

Assuredly, Topor, Susan, Terri and Susan (2010) after controlling four children's intelligence in their research confirmed that parental involvement was significantly related to academic performance and children's perception or cognitive competence.

As was identified during the focus group discussion, schools where P.T.As provided formal assistance by assisting in getting and volunteering as teachers or engaging pupils after the normal school sessions to supplement regular teaching and learning schools, always performed better. This complements the revelation of Baum and McMurray-Schwarz, (2004) and Fenzel, and Flippen, (2006) that teacher volunteers' engagement in school help to improve academic performance in communities. The study also revealed that teachers should also adopt positive work ethics in delivering their duties which are free from absenteeism and lateness to school. This should be backed by efforts by the government to recruit more professional teachers at the basic school level for smooth teaching and learning especially at the kindergarten level. In relation to this is the notion of Bakker and Bal, (2010) that the ethical standards of professional teachers coupled with their experiences enables them



to employ the appropriate teaching techniques to facilitate the understanding of pupils in class for better performance.

4.2.9.1: In-service-training for teachers and parents on curriculum and instructional development

Moreover, the survey further revealed that P.T.As in their attempt at tackling issues in curriculum and instruction have to resort to training and development programs for basic school teachers. The necessary mechanisms should always be put in place to facilitate the participation of parents and community in the development of schools (See Table 4.7 for detailed discussion of findings).

4.2.9.2 Effective community - school relations

As indicated in Table 4.9 above majority of the respondents representing 73.2% and 19.3% strongly agreed and agreed respectively that the PTA should put in measures to enhance effective relationships between the community and the school to facilitate effective school governance and management. This finding is in line with Epstein's sixth mode (collaboration) in his types of parents' participation in schools (Epstein, 1995). Sustainably, it was identified that there should be enhancement of sound community teacher relations to facilitate collaboration between the teachers and the community members in joining hands together to fostering and sharing ideas necessary for basic schools' academic performance. This is in line with Evans, (2013) that enhanced teacher- community relationship nurture the breeding grounds for academic progress in schools.

Similarly, during the key informant interview some of the interviewees had it that PTA will put in measures to ensure that teachers community rapport is enhanced for it will give room for teachers to feel at home and work without



any fear or intimidation. This complements Chowa, Masa and Tucker (2013), revelation that in schools that performance was better, there existed effective cordial relationships between the stakeholders in the school and the society and teachers felt secured in their teaching environment. Further, good inter-relationship between the P.T.A and other stakeholders such as SMC chairpersons, parents, community leaders and GES was also found as critical to help facilitate a healthy free flow of information from the parents to the teachers on the activities of the school and at home and vice versa.

4.2.9.3 Motivating Teachers

In reference to Table 9, it can be realised that 68.8% and 21.8% constituting majority of the respondents affirmed that the PTA should embark on consistent provision of motivation and welfare packages for teachers. Likewise participants of the discussion shared the view that another way to enhance teaching and learning at the basic level is by motivating the teachers like their counterparts at the S.H.S where the P.T.As support teachers by; giving stipends to teachers who are not on salary scale and awarding performing teachers. These findings consolidate Victor and Babatunde (2014) and Avwerosuo, (2017), assertion that in performing schools school P.T.A motivated teacher's through rewards.

4.2.9.4 Equipping circuit supervisors with resources

On the issue of monitoring and supervision from the outfits of GES, it was identified that officials like CSs can be effective when they are well equipped with the necessary resources to make them perform their routine duties effectively especially during the rainy season. Most of the roads leading to the schools' premises are deplorable and not easy to ply when it rains. In a similar



note Usman, (2015) echoed that as supervision has positive impart in teaching and learning the government should provide educational supervisors the necessary resources to enable them carry on their duties. This will help reduce the rate of some teachers' absenteeism and unethical behaviours such as lateness and truancy in the remote communities. This finding consolidates Ayodele (2002) and Abiodun-Oyebanji (2004), assertion that the regularity of teachers' supervision in schools enhance their ethical conducts outputs. It was also identified that on the solutions to curriculum and instruction most especially in the enhancement of high enrolment and punctuality in schools, the P.T.A sometimes visits the homes of pupils to find out why they are not serious in school and other students irregularities upon complaints from teachers, class teachers and or head teachers. On this, a key informant added that;

Some of the pupils decided to stop schooling. one day when I visited a primary pupil in the house, the parents said, hmmm, nowadays children, you cannot control them because they are computer children and do not listen to their parents, so he could not tell where the ward was at that moment but said the ward might be somewhere at a galamsey site (key informant, Charikpong,2018).

It was reiterated that in helping to eradicate or reduce the aforementioned caption and the enhancement of instruction in schools the supply of enough teaching and learning materials as well as parents having time for their wards at both schools and homes can help promote instruction. This is in conformity with Bada and Olusegun, (2015) and Gipps, Hargreaves and Mccallum, (2015), postulation that the essences of teaching and learning resources and the mere presence of parents in schools should be a priority of the teacher and school managers. Finally, the results revealed that in order for P.T.As to be able to govern and manage basic schools, there is the need to strategically



organise orientation programmes for teachers on the rules and regulations of the working environment. This will not only enhance peaceful cohesion among the students but also the community members (Kalin & Šteh, 2010). In relation, it was established that in-service training and workshops can also help to equip teachers at the basic school level with new knowledge to improve teaching and learning experiences. In affirmation of these aforementioned findings, is the notion of Musset, (2010) that the organization of on-the-job training for teachers help to acclimatized them with the new evolving teaching and learning knowledge needed for development.

These findings reinforce the Bourridés theory of practice (1977). According to the theory, where P.T.A is recognised, and also has good relations with teachers, they are motivated to do their best to contribute towards the teachers in order to boost the performance in their teachers in the schools (Opande, 2015). However, where they are not recognised, the parents tend to lose interest in terms of contributing towards the management and development of basic schools in diverse ways (Opande, 2015).

4.3 Summary of the chapter

The chapter focused on the contributions of P.T.A to basic schools, the challenges encountered in their contributions and the possible strategies to deal with the challenges. It also looked at the relationship between the findings of the work and the Bourdieu's social practice theory and a summary of the chapter. The next chapter focuses on the conclusions and recommendations of the study.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research findings, conclusions, and recommendations based on the research questions outlined for the study.

5.2 Summary of Key Findings

The study was undertaken to examine the influence of P.T.A involvement in the governance and management of basic schools in the Nadowli-Kaleo District of the Upper West Region of Ghana. The following research questions inform the study:

1. How do Parent- Teacher Associations contribute to the governance and management of basic schools in the Nadowli – Kaleo District?
2. What challenges do Parent- Teacher Associations encounter in the governance and management of basic schools in the Nadowli – Kaleo District?
3. What strategies do the Parent- Teacher Associations employ to cope up with these challenges?

The study adopted the mixed research approach with a cross-sectional design. Affirming that, data collection and analysis were done quantitatively and qualitatively. The study targeted active P.T.A members with at least a ward attending basic school in the three circuits Takpo, Kaleo and Charikpong. The active parents who respondents were 200 parents from the selected basic schools for the quantitative phase of the work responded to questionnaires.



The purposive sampling technique was used to select the participants for the interview and focused group discussions with the aid of an interview guide because of their rich endowed knowledge. In analysing the quantitative data, data collected was screened and coded for easy analysis. The analysis was done using descriptive statistics from SPSS version 20. After the collected data was analysed in the form of descriptive, argumentation, it was pictorially presented in the form of tables and charts, and summaries of the views of respondents.

Based on the results of the analysis, the following key findings were identified. First, the P.T.A is able to govern and manage the basic school level by resorting to mobilizing resources/funds from diversified sources ranging from levies from parents, sales from farm products, lobbying for help from stakeholders of education and donations from philanthropists and devoted community members. To reduce cost of constructional activities, the P.T.A provides manual labour in support of infrastructural development. Apart from physical support, the P.T.As also undertake projects on their own initiative in support of the infrastructural development of schools at the basic level, they provide land and other farming implements to school gardens and farms usually around the school environment. The P.T.A also promotes the sustainability of curriculum and instructions at the basic school. This is done through the efforts of few P.T.A executives in their supervision and monitoring roles on the behaviours of both teachers and pupils. However, most parents did not play their roles to improve curriculum and instruction at the basic school level due to low level of knowledge on their roles as P.T.A members and low literacy level among most of them. This prevented them from being able to



contribute their quota efficiently both in school and at home on academic issues. These findings from the study complement the assertion of many scholars in the reviewed literature that most guardians and parents lacked knowledge on their roles as members of a school association in schools and so could not expedite their expected functions for the betterment of the association and the school in particular. The study also revealed that the capacity of teachers to improve curriculum and instruction could be moved to the next level of success if they were motivated with effective monitoring and supervision as well as the existence of cordial relationship with community members.

Second, the study found out that, the challenges facing the P.T.A in the governance and management of schools at the basic level were of varying degrees. The ability of the association to manage activities at the basic school level was constrained by funds. The avenue for funds was not enough for effective managerial activities to take place in basic schools. The main source of funds to the P.T.A. was levies from parents which payments were not regular though the amount was little. Infrastructural problems such as inadequate classrooms and resources at the pre-school level, inadequate tables and chairs for pupils', insufficient teachers' tables and chairs as well as lack of staff common rooms and offices for teachers and head teachers respectively. Teachers' accommodation was also identified as a challenge due to inadequacy of rooms resulting in rent prices being equivalent to that of Wa, the regional capital. This is compelling most teachers to stay in the regional capital. The P.T.A plays little role in curriculum and instructions at the basic level as a result of most parents' inability to read and write. The results further revealed



that most parents' care for their wards' learning and behaviours at homes was either limited or not existing at all. It was also identified that many of the teachers especially at the Kindergarten level were few making them overburdened. This made it difficult to serve all the students at the same time.

Third, P.T.A financial challenge can be solved when the P.T.A is given the ability to access funds from diversified sources, creating avenue for transparency and trust through the use of valid account to facilitate auditing and accounting processes and training P.T.A on financial acquisition and management. Funds should also be prioritized on projects relevant to the overall benefit of the basic schools. In terms of raising funds, it was revealed that the government should contribute to P.T.As funds and allow them to acquire bank accounts. It was identified in the study that the P.T.A should be proactive enough to improvise temporal facilities such as wooden structures and pavilions for kitchen and classrooms respectively, voluntary provision of accommodation to teachers by community members and philanthropists, community regulation of rents and government and non-governmental agencies' provision of accommodation facilities for teachers. Curriculum and instructional related activities can be improved by creating the awareness of parents to know their roles, responsibilities and importance as P.T.A members to facilitate their involvement in the schooling of their children. Principally, education and guidance can be considered as the most ideal antidote to solve the challenges schools encounter from the inactiveness and less functioning of some of the P.T.A members; it will help to enhance full parental participation and further equip the effectiveness of the association in school participation. The availability of resources for both teaching and learning to promote better



achievements in both academic and extra-curriculum activities by the central government, non-governmental organisation and P.T.As should be led by P.T.A members. It was revealed from the study that almost all the pre-schools studied lacked the required teaching and learning materials and resources which hampered teaching and learning at that level. It was further revealed that though parents supplement in the provision of teaching and learning materials like tables, chairs and books, parents should be made to understand the need to provide their wards with teaching and learning materials such as text books, tables and chairs especially when these materials are not available but needed. Teachers' capacity should be developed through regular organization of refresher courses and in-service-training for them to further familiarize with updates in the curriculum and the required instructional methodologies. It was revealed that the P.T.A can do this by lobbying for training from both governmental and non-governmental organizations.

Finally, it was also found that most of the P.T.A executives were not familiar with their portfolios' roles leading to the creation of role conflict among some of them and others non-functional. It was then identified that P.T.A. executives needed to be trained to equip them to function effectively in basic schools by government and non-governmental institutions.



5.3 Conclusion

It can be concluded that P.T.A contributes to the governance and management of basic schools in diverse ways. Among them were supporting in funds, infrastructural development and maintenance. The P.T.A also gives support in the form of physical labour to reduce the cost of labour in projects, payment of cost of maintenance as well as donations to support infrastructural projects in schools. However, these appear to be insufficient to the development of basic schools. Again, P.T.A executives and key members jointly lobby for teaching and learning materials and infrastructural projects from organizations and educational authorities. The P.T.A is not able to adequately contribute towards curriculum and instruction due to high rate of unawareness and illiteracy among parents/guardians.

Furthermore, there were many challenges with varying degrees that impede the work of the P.T.A in the management of schools at the basic school level. The P.T.A had limited sources of funds and this affected the activities they undertook at the basic school level. Infrastructural related challenges such as inadequate classrooms, tables and chairs, pre-school resources and teachers' quarters affected basic schools' performance and activities of P.T.A. The association contribution to curriculum and instruction in basic schools was also not encouraging. It can be concluded that in managing problems confronting the performance of P.T.A in the governance and management of basic schools, diverse approaches such as creating financial avenues from many viable sources to enable and facilitate the associations' managerial activities should be employed. The efforts of P.T.A in promoting curriculum and instructions needed a concerted effort from parents, teachers, directors of education and all



other stakeholders in the management of education. As it is a different aspect with its laid down procedures as in planning, directing, arranging to enhance quality in education and ascertaining targets of both the P.T.A and the school as a group, members of such associations are expected to operate jointly within and with the other stakeholders in schools. Parents should therefore, see to it that in monitoring their wards, they seek to provide effective and efficient care to their children at home and in the school. Motivating teachers by the P.T.A was also identified as a strategy that put in place will trigger headmasters and teachers' inputs in curriculum and instructional activities at the basic school.



5.4 Recommendations

In line with the findings, the following recommendations were outlined for the study.

1. *Establishment of Financial Regulatory Framework for Managing P.T.A*

Here, the Ministry of Education should put in mechanisms to have some level of control over the finance of the P.T.A. This should include the opening of standard accounts to aid auditing and accountability, frequent training of P.T.A executives on financial acquisition, budgeting and financial management. This should be done through the formation of a P.T.A accountability unit in the various education offices under the Finance and Monitoring units to play this role. The availability of such a framework will solve problems like; misappropriation of funds, lack of bank accounts, improper/lack of budget, lukewarm attitudes towards financial fulfilment and others as envisaged in the findings of the study.

2. *Motivating committed P.T.A members*

Parents who play critical roles and are very committed to basic schools' activities should be motivated to further enhance their activities and attract others to do same in basic schools. Such parents could be awarded during the celebration of National or District Teachers Awards Day. Parents reinforcement will serve as an amelioration tool to the inadequate parents participation in P.T.A activities and further enhance effective and efficient P.T.A groups in the district as identified during the research.

3. *Public awareness on the roles and responsibilities of P.T.A members.*

There should be mass public education to keep parents abreast with their roles and responsibilities as parents of students. This will enlighten them



about their roles and remove the misconceptions some of them have about their involvement in school governance and management to further enhance parents' contributions towards basic schools' governance and management in basic schools. As revealed by the work, most parents did not know their roles and responsibilities as members of P.T.A therefore making the functioning of the association in some schools very insignificant, the creation of their awareness on their roles and responsibilities will help to curb this canker in such schools.

4. Inclusive Educational Policies Formulation

The government through the Ministry of Education should formulate and implement policies that are all stakeholders inclusive, giving P.T.A enough power to freely and openly operate within the framework of the educational laws with a desk at the various District Education Directorates to be coordinating activities of the P.T.A. The association should therefore be part of decision-making process for basic schools at all levels. These will help eradicate or reduce, some schools' resistant to the full participation of P.T.A in school activities, re-consolidate the existing P.T.A participation in basic schools' policies, enhance cooperation and coordination among the agents of P.T.A as echoed by the findings of this study.

5.5 Suggestions for Further Research

In a study of this length, that seeks to explore the influence of PTAs towards basic school governance and management in Nadowli-Kaleo District, there is little that can be accomplished regarding the length and breadth and depth of the constructs examined. Accordingly, future research could be carried out on



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a broader level scale to cover area such as the role of P.T.A. in conflicts resolution in basic schools and comparative studies between P.T.A activities in schools in the Nadowli-Kaleo and another district.

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UNIVERSITY FOR DEVELOPMENT STUDIES



APPENDIX A

UNIVERSITY FOR DEVELOPMENT STUDIES

WA CAMPUS

Interview Guide for Key Informants and Focus Groups

Welcome to this brief interview session. This exercise is intended to seek your views concerning a research work on examining the influence of PTA involvement in the governance and management of basic schools in the Nadowli – Kaleo district of Ghana. Your immense contribution to the success of this work can be best achieved only if you sincerely respond to the questions below. You are also guaranteed of anonymity and confidentiality of your responses to this interview.

DEMOGRAPHIC DATA

- Position of person.....
Name of institution.....
Name of circuit / Department.....
Sex.....

To identify the contributions of PTA in the governance and management of basic schools in the Nadowli-Kaleo district

- 1. What is your understanding of the concept PTA?
2. Is PTA active in school governance and management.
3. How does PTA involve in the governance and management of basic schools?

PTA contribution to finance

- 4. How does the association get funds in the governance and management of basic schools?
5. Does the association have enough funds? (Probe 1)
6. How does the association use the funds?
7. Do you have bank accounts and prepare budgets? (Probe 2)
8. If YES or NO, why?

PTA contributions to infrastructure

- 9. Is there adequate infrastructural facilities in schools
10. How does the association contribute to infrastructural development in basic schools?
11. Does the association get assistance from non-governmental organizations?
12. In what forms do they assist if any. (Probe 3)
13. What are some of the infrastructural facilities that the association provide?
14. How often does PTA repair and maintain school infrastructure?

UNIVERSITY FOR DEVELOPMENT STUDIES



PTA contributions to curriculum and instruction

15. How is the relationship between teachers, parents and the community?
16. In what ways are parents involved in their children's education in your school or circuit?
17. What are some of the factors that influence parents' involvement in curriculum and instruction?
18. If the factors are positive; what measures can be put in place to enhance these factors
19. If negative; what measures can be put in place to ameliorate these factors
20. How is the general performance of the school or circuits?
21. What are your views about the performance?
22. Do you organize inset training or workshop for PTA?
23. If YES, how often do you organize inset training and why? (Probe 4)
24. If NO, why. (Probe 5)

To ascertain the challenges PTA encounter in the governance and management of basic schools in the Nadowli-Kaleo district
Challenges in finance

25. What are some of the challenges the association encounter in terms of funds?
26. Does PTA have problems in preparing budget.
27. How do the financial challenges affect their (PTA) involvement in school governance and management?

Challenges in school infrastructure

28. What are some of the challenges PTA face in infrastructural provision in basic schools?
29. Is it very costly in repairing and maintaining school infrastructure?
30. If yes, how does PTA manage that? (Probe 6)

Challenges in curriculum and instruction

31. What are some of the challenges PTA encounter in contributing to curriculum and instruction in basic schools?
32. Does parents' inactiveness in curriculum and instruction involvement affect performance in basic schools.
33. If yes, how? (Probe 7)

To identify and analyze some of the strategies PTA put in place to address the challenges they face in the governance and management of basic schools

Financial strategies

34. What are some of the measures that can be put in place to solve these financial problems?

Strategies on infrastructural challenges

35. What are some of the measures that can be put in place to mitigate the infrastructural?



Strategies on curriculum and instruction

36. What are some of the factors that can be put in place to solve the problems PTA encounter in curriculum and instruction delivery in basic schools.

Your co- operation in this interview is greatly appreciated. Thank You.



APPENDIX B

UNIVERSITY FOR DEVELOPMENT STUDIES

WA CAMPUS

Questionnaire for Parents

This questionnaire seeks your views concerning a research work on examining the influence of PTA involvement in the governance and management of basic schools in the Nadowli – Kaleo District in the Upper West Region of Ghana. In partial fulfilment to attain an MPhil in Social Administration from the University for Development Studies. You will be immensely contributing to the study if you provide a candid response to the questions asked. You are also guaranteed of anonymity and confidentiality of your response to these questionnaires.

DEMOGRAPHIC DATA OF RESPONDENTS

Name of Respondent.....

Sex.....

Marital status.....

Age of school.....

Level of education.....

Occupation.....

Name of community.....

Name of school.....

Circuit.....

Answer questions with multiple choices by **CIRCLING** the chosen option.

To identify the contributions of PTA in the governance and management of basic schools in the Nadowli-Kaleo district

PTA contribution to finance

1. You always respond to your commitments (PTA dues etc.) as a member of PTA.
A. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree
2. Do PTA prepare effective budget and expenditure
a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree
3. Do PTA have accounts with any financial institution
a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree
4. PTA gets financial support from other institutions examples NGO etc.
a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree

PTA contributions to infrastructure

5. There exists adequate infrastructure for basic schools
a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree



6. PTA provides infrastructure facilities to schools' example kitchen, classrooms, urinal pits etc.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
7. PTA engage in the repairs and maintenance of schools' infrastructure
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
8. PTA seeks to the provision of infrastructure assistance from other non-governmental institutions and philanthropist.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree

PTA contributions to curriculum and instruction

9. Members of PTA participate in decision making in schools
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
10. Parents are invited by school authorities to demonstrate their use of special knowledge, abilities, talents and cultural experiences in schools.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
11. Do you feel duty bound to be jointly involved with teachers in the governance and management of basic schools?
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
12. Do parents monitor and evaluate curriculum and instructional programs
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree

Parents contribution to teachers

13. PTA supervise and monitor the activities of teachers
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
14. PTA motivate and attend to the welfare of teachers
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
15. PTA organize or sponsor training for teachers' example in-service-training
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
16. There exist effective teacher and community relations
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree



To ascertain the challenges PTA encounter in the governance and management of basic schools in the Nadowli-Kaleo district

Challenges in finance

17. PTA has inadequate funds to govern and manage basic schools
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
18. PTA has problem in the budgeting and accounting procedures
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
19. PTA has transparency problems in school finances
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
20. There is high cost in the repairs and maintenance of infrastructure
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree

Challenges in school infrastructure

21. There exists inadequate infrastructure in schools
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
22. There is lack of control over the use of school facilities
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree

Challenges in curriculum and instruction

23. PTA face challenges in the monitoring and evaluation of curriculum and instruction in schools
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
24. PTA has challenges in the interpreting and implementation of curriculum policies (syllabus)
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
25. There is poor B.E.C.E performance in the school
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree

Challenges in teaching staff

26. There exist inadequate teaching staff in school
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
27. PTA inadequately motivate teachers
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
28. Some teachers are indisciplined
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
29. There is the existence of poor teachers – community relationships



- a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree
- 30. There is inadequate training for teachers in schools
 - a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree

To analyze some of the strategies PTA put in place to address the challenges they face in the governance and management of basic schools

Financial strategies

- 31. Accessing funds from different sources
 - a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree
- 32. Monitoring and expenditure in accordance with schools prepared budget
 - a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree
- 33. Frequent audit and publishing of PTAs accounts to members
 - a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree
- 34. Financial acquisition and training for PTA executives
 - a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree

Strategies on infrastructural challenges

- 35. Prioritization of school projects
 - a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree
- 36. Frequent repairs and maintenance of infrastructure
 - a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree
- 37. Putting in place measures to enhance good use of school infrastructure
 - a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree

Strategies on curriculum and instruction

- 38. Curriculum developers board consultation and coordination with PTA in developing curriculum
 - a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree
- 39. Constant appraisal of curriculum and instruction
 - a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree
- 40. Educating PTA members to identify their roles in curriculum and instruction interpretation and implementation
 - a. Strongly Agree b. Agree c. Neutral d. strongly disagree e. Disagree



Strategies on teachers

41. Teachers/PTA training and development
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
42. Enhancing sound teacher community relations
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree
43. Frequent orientation of teachers on the rules and regulations of the working environment
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. strongly disagree
 - e. Disagree

Thank you for your response.

