

UNIVERSITY FOR DEVELOPMENT STUDIES

**COMMUNITY PARTICIPATION IN SCHOOL MANAGEMENT: AN
ASSESSMENT OF THE PARENT TEACHER ASSOCIATIONS IN THE
NADOWLI DISTRICT OF UPPER WEST REGION OF GHANA**

BY

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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:

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BSTRACT

Community participation in educational management is seen as a measure to enhancing educational provision and quality educational achievement in the face of competing demands on government resources and declining educational achievement. In the context of the Nadowli district, the author assessed community participation in educational management with particular reference to the Parent Teacher Association. The study was a survey of 25 PTAs out of a total of 54. PTA executives, Head teachers, Circuit Supervisors, members of the District Education Oversight Committees and community members constituted the respondent-groups. In all 183 respondents actually participated in the study.

The study revealed that community participation in education is multidimensional and varied widely according to both the domain and the extent of participation, as well as in terms of who in the community is engaged. Chief among the various areas of community participation are contributions in cash, labor and materials besides the children parents and the community enroll in school. Community participation in education through the PTA has been embraced in all the basic schools in the district. PTAs are operating within their assigned roles, but the number of trained executives in school management was 56.4 per cent even though their training is a requirement for their operation. In each PTA, the number of trained executives varied from one to five. Hence, PTAs found it difficult to execute their roles of creating a conducive atmosphere for teaching and learning. Nonetheless, PTAs have collaborated strongly with other stakeholders like the head teachers, circuit supervisors, and the community to provide some infrastructure and other facilities.

To increase efficiency and relevance of PTAs in the Nadowli District in particular, the study suggests that training in school management should be organized for the rest of the PTA executives who are still untrained in school management and refresher courses once in two years. They should also forge stronger relationships with the other stakeholders in school management to induce



the much needed quality in educational outcomes and change in the policy agenda of education.



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List of Acronyms

BECE.....	Basic Education Certificate Examination
CSAP.....	Community School Alliance Project
CSSPS	Computer School Selection and Placement System
DEOC	District Education Oversight Committee
FCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
ICT	Information and Communication Technology
JHS	Junior High School
MDGs	Millennium Development Goals
MTDP.....	Medium Term Development Plan
OECD.....	Organization for Economic Co-operation and Development
PIRLS	Progress in International Reading Literacy Study
PISA	Program for International Student Assessment
PTA	Parent Teacher Association
SBM	School-Based Management
SHS.....	Senior High School
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
TIMS S	Trends in International Mathematics and Science Study
UNESCO.....	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNO	United Nations Organization



CHAPTER ONE

Background to the study

1.1 Introduction

Economists attest to the fact that it is the human resource of a nation and not its capital or natural resources that ultimately shape the character and pace of its economic and social growth or development (Todaro, 1994). This therefore means that whatever goes into a nation's educational system or human resource development contributes to the self-actualization and development of the individual and the society respectively. In view of this, there is clear commitment of governments and international agencies to the education sector, to make it efficient, equitable and accessible.

These access issues are being addressed with great commitment in international initiatives, such as Education for All, in which resources are being channeled to low-income countries to help them to achieve the Millennium Development Goals (MDGs) for education (World Bank, 2007c). The efforts notwithstanding, access is still proving to be elusive for many people around the world. Girls, indigenous peoples, and other poor and marginalized groups often have limited access to education. Where children do have access to educational facilities, the quality of education that is provided is often very poor. This has become increasingly apparent in international learning tests such as Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and Program for International Student Assessment (PISA), in which most of the students from developing countries fail to excel (World Bank, 2007c).

There is evidence that merely increasing resource allocations will not increase the equity or improve the quality of education in the absence of institutional reforms (Hanushek and Woessmann, 2007).





In response, governments around the world are introducing a range of strategies aimed at improving the financing and delivery of education services, with a more recent emphasis on improving quality as well as increasing quantity (enrollments) in education. One such strategy is to decentralize education decision-making by increasing parental and community involvement in schools—which is popularly known as School-Based Management (World Bank, 2007c).

The centralized control and management of the educational system over the years had an adverse effect on local community commitment and involvement in educational delivery in the country. Commenting on the relationship between the school and the community, Farrant (1982) observes that until comparatively recently, most schools in Africa tended to isolate themselves from the community and proceeded along separate courses of development with rarely any point of contact apart from the pupils. He adds that the unfortunate consequence of this was the children becoming increasingly alienated from their communities and ill prepared for playing any useful roles in them. The community on its part perceived the schools as made up of special people and therefore tended to have fear of involving itself in the activities and programs of the schools (Balogun et al, 1984).

The arguments in favor of School-Based Management is that decentralizing decision-making authority to parents and communities' fosters demand and ensures that schools provide the social and economic benefits that best reflect the priorities and values of those local communities (Lewis, 2006; and Leith wood and Menzies, 1998).

Education reforms in Organization for Economic Co-operation and Development (OECD) countries tend to share some common characteristics of this kind, including increased school autonomy, greater responsiveness to local needs, and the overall objective of improving students' academic performance (OECD, 2004).



Most countries whose students perform well in international student achievement tests give local authorities and schools substantial autonomy to decide the content of their curriculum and the allocation and management of their resources. An increasing number of developing countries are introducing School-Based Management reforms aimed at empowering principals and teachers or at strengthening their professional motivation, thereby enhancing their sense of

ownership of the school. Many of these reforms have also strengthened parental involvement in the schools, sometimes by means of school councils. Almost 11 percent of all projects in the World Bank's education portfolio for fiscal years 2000-06 supported school-based management, a total of 17 among about 157 projects (World Bank, 2007c).

It is very important to note that these School-Based Management reforms have been far from uniform and have encompassed a wide variety of different approaches because it is a form of decentralization that makes the school the centerpiece of educational improvement and relies on the redistribution of responsibilities as the primary way to bring about these improvements.

Education delivery in many low income countries including Ghana is often characterized by a top-down approach, where decisions are taken at the center and expected to be implemented at all schools irrespective of their peculiar circumstances and needs. Education is delivered as a one size fit all. This tends to create a dependency of schools on central government direct intervention to address problems of quality when in most instances these are best handled through the combined efforts of head teachers, schools and their local communities (Akyeampong, 2004).

In Ghana, community involvement in educational development was also recorded in the early nineteenth century. This found expression in the establishment of a number of schools by private individuals in the nineteenth century. These include: The Fante Public School in 1929, of which Casely Hayford was the first

principal, Accra Royal School; Accra Academy, founded by K.G Konuah in 1931; and the Gold Coast National schools in 1930 under R.M Akwei (Antwi 1992, as cited in Dondieu, 1998).

Official endorsement of Local community participation in educational management was given by the 1961 Education Act. This Act empowered the Minister of Education in consultation with the Minister of local government to appoint a local Education Authority with the following functions as spelt out in Section (7):

- to build, equip and maintain all public primary and middle schools in its area
- advise the minister on all matters relating primary and middle school education in its area and such other matters as may be referred to it by the Minister.

Under this Act, while the central government paid salaries of teachers, local Education Authority assisted in infrastructural provision where there are schools. Another significant landmark in this regard was the introduction of the New Educational Reforms of 1987. Under these reforms, local community involvement was sought in terms of management, development and maintenance of school infrastructure and creation of partnership between teachers, pupil and District authorities to bring about the needed changes and improve standards. This involvement in the management was done through the creation and formation of the Parent Teacher Associations (PTAs), School Management Committees (SMCs) and District Education Oversight Committees (DEOC).

1.2 Research Problem

Like many other nations of the world, Ghana recognizes the importance of education for its economic and social development. Since political independence in 1957, provision of schooling in Ghana is largely determined and financed by government. Ghana's educational system in the first decade and a half after independence had been described as one of the best in Africa (World Bank 2004).





But by the mid-1970s the educational system had begun to slip slowly into decline prompting several commissions of inquiry, notably the Dzobo Education Review set up to determine the causes and way forward for recovery. In 1987, Ghana embarked upon what could well be described as one of the most ambitious programs of educational reforms in sub-Saharan Africa based largely on the recommendations of the Dzobo Commission. The education reforms were part of a national economic recovery plan which began with a restructuring of the school system, a process validated and accelerated by the global agenda of Education for All following the Jomtien Conference in 1990.

Prior to the reforms, basic education had been affected by a crippling economic decline with devastating consequences on the quality and efficiency of education provision and delivery (Yeboah, 1990). The proportion of Gross Domestic Product devoted to education had declined from 6.4% in 1976 to about 1.0% in 1983 and 1.7% in 1985 (World Bank, 1996). Schools were lacking the very basic and essential inputs such as textbooks and stationery, with school buildings, furniture and equipment in dilapidated state, and statistics needed for planning no longer collected (Yeboah, 1990). Worse still, a large scale exodus of qualified teachers fled the poor conditions at home with the majority heading for Nigeria where newfound oil wealth was funding a rapid expansion of basic education. Consequently, untrained teachers filled the places of those who left. Meanwhile, population growth led first to a rise in class sizes and then to a steady fall in gross enrolment — from 80 in 1980 to 70 in 1987 (Colclough and Lewin, 1993). These factors and conditions all contributed to a general demoralization within the education system affecting school management, teacher morale and quality of primary education (World Bank, 2004).

Government was compelled by various Education Acts to provide at least quality basic education. The Education Act of 1961 is the principal legislation on the right to basic education and its states in Section 2(1): "Every child who has attained the school going age as determined by the Minister shall attend a course

of instruction as laid down by the Minister in a school recognized for the purpose by the Minister".

The 1992 Constitution gives further impetus to the provision of education as a basic right for a Ghanaian and Article 38 sub-section 2 states:

"The Government shall within two years after parliament first meets after coming into force of this constitution draw up a program for the implementation within the following ten years for the provision of a free, Compulsory Universal Basic Education"

In fulfillment of the constitutional provision, a new education sector policy was set in place; government introduced in 1996 the "Free Compulsory Universal Basic Education" (FCUBE). FCUBE represented the effort to ensure that all school-age children received free and compulsory quality primary education by 2005. The new policy helped to create: (a) motivation for a coordinated sector program providing a framework for donor support to education, and (b) a drive for educational decentralization with greater recognition of the important role of community participation in school management for school improvement.

This provision created the momentum for introducing School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) with the intention of enhancing communities' sense of ownership and participation in education service. This was viewed as a strategy to counter the paralysis that had characterized local decision-making in basic education by devolving control of education to districts, schools and community.

However, several years after the operation of the PTAs', the current situation in educational delivery in the Nadowli District in particular seems to be far from intended. The gross enrolment at Junior High School level (58.4%) is not encouraging when compared to enrolment at the Primary level (91%) (MTDP Nadowli, 2009). At the Junior High School level enrolment for boys exceeds that





of girls. This according to education authorities is due to elopement, teenage pregnancy and the unwillingness of some parents in maintaining girls in school because of the prevailing poverty and patriarchal beliefs among some of the people. There are still general problems like inadequate staffing, inadequate teachers' accommodation, inadequate logistics for monitoring, and inadequate incentives for teachers in deprived communities (MTDP Nadowli, 2009). In terms of educational achievement, the national position of the district in the Basic Education Certificate Examination is on consistent decline; 21st in 2007, 39th in 2008 and 47th in 2009. The Computerized School Selection and Placement System is no different: 68.73 percent in 2007, 65.06 percent in 2008 and 63.06 percent in 2009 were placed in Senior High Schools (Ghana Education Service, Wa 2009). Meanwhile the Ministry of Education and Ghana Education Service believe that communities have an important role to play in enforcing standards, developing and maintaining school infrastructure, and creating a partnership between teachers, pupils and district authorities to bring about needed changes (Ghana Education Service, SMC/PTA Handbook, 2001)

School improvement initiatives are ultimately about improving student learning and achievements. The PTA concept is no different. But what is the evidence in Nadowli District in particular that PTAs have made an impact in terms of basic school achievement?

1.3 Research Questions

The main research question is how can participation as in the PTAs improve educational delivery, student learning and achievement outcomes?

The specific research questions are as follows:

- i). What are the communities' perceptions of the participation of the PTA in the management of schools?
- ii) What activities do PTAs engage in respect of school management?

iii) How well have the PTA collaborated with other stakeholders in the management of school?

iv). have the PTA been effective in the performance of their role?

1.4 objective of the study

The main objective of the study is to examine the extent to which community participation in school management as in the PTAs improved educational achievements

The specific objectives are to:

1. assess the perception of community participation in school management
2. examine the activities undertaken by the PTA in school management
3. examine the level of collaboration between the PTA and other stakeholders in school management.
4. Assess how effective or otherwise the PTA have been in the discharge of their management roles.

1.5 Relevance of the study

Community involvement in school management has been identified as one of the pillars of sustainable school development. The SMC/PTA concept was therefore designed to facilitate community involvement in the management of schools (Ghana education service, SMC/PTA handbook, 2001).

The SMC/PTA concept in almost all of its manifestations involves community members in school decision making. Because these community members are usually parents of children enrolled in the school, they have an incentive to improve their children's education. As a result, SMC and PTA can be expected to improve student achievement and other outcomes as these local people demand closer monitoring of school personal, better student evaluations, a closer match between the schools needs and its policies, and a member of diverse countries, such as Papua New Guinea, India, and Nicaragua, parental participation in school.



management has reduced teacher absenteeism (Patrinos and Kagia, 2007; World Bank, 2007c).

Community participation has several other benefits. Under these arrangements, schools are managed more transparently, thus reducing opportunities for corruption. Briggs and Wohlstetter (1999) indicate that parents and other stakeholders also stand to benefit from community participation because it gives parents and these stakeholders the opportunity to increase their skills. In some cases, training in shared decision-making, interpersonal skills, and management skills is offered to PTA members so that they can become more capable participants in the school management process and at the same time benefit the community as a whole.

In the light of these numerous benefits, this study tested the viability of the SMC and PTA concept in the Nadowli District. It also assessed the nature and involvement of SMC and PTA in school management, how effective they have been and the constraints they have faced in this effort.

Findings from this study will go a long way to stimulate informed discussions on how SMCs and PTAs have been up to the task of participating in school management in the Nadowli district in particular. Suggestions are made as to how the gaps and problems identified can be addressed in order to strengthen these organs in school management.

1.6 Scope of the Study

This study focused on perceptions of community participation in school management in the case of the PTA; their scope of operations, and performance in their respective schools. The study also assessed how the training program of PTAs has propelled them to perform their roles that were assigned them. The focus is on the Nadowli District in the Upper West Region of Ghana.



1.7 Organization of the Study

This work is organized in five chapters. Chapter one covers an introduction to the study, problem statement, study objectives, relevance, scope, limitations of the study and how the work is organized.

Chapter two is a review of existing literature relevant to the topic. The chapter puts into perspective and examines concepts and theories relevant to the study. It also acknowledges the contributions made by various authors on the topic.

Chapter three highlights the methodology that was adopted to carry out the study. Here the social context of the study area is also previewed.

Chapter four contains data analysis and presentation.

Chapter five consists of a summary of findings, conclusion and recommendations of the study.



Theoretical Perspectives on Community Participation

2.1 Introduction

This chapter reviews essentially secondary data which is aimed at putting the study into perspective. It reviews literature on community participation in education to provide a conceptual framework for understanding the study. Reasons for stakeholder participation and theories of school management are also examined. An examination of the mandates of School Management Committees (SMCs) and Parent Teacher Associations (PTAs) in educational administration is also done.

Conceptual Issues

2.2 Community Participation

"Community participation" is the latest catchphrase in the field of international development. The World Bank (2000b:2) and Swift-Morgan (2006) describe participation as a process through which the stakeholders influence and share control over development initiatives and the decisions and resources which affect them. The term is now trumpeted throughout government policy discourse, international funding agency strategic frameworks, and Non-Governmental Organization (NGO) program plans across countries and sectors.

The idea of people's participation in the development process is not new. As early as 1840, Proudhon was already arguing for decentralization as a means of getting the marginalized or local population to participate democratically in their own development. The United Nations Economic and Social Council Resolution 1929 (LVIII), also perceived participation as "(i) contributing to the development effort, (ii) decision making in respect of setting goals, formulating policies and planning and implementing economic and social development programs, (iii) sharing equitably in the benefits derived therefrom" (Bacho, 2001).





In education, community engagement in schooling delivery and management is emerging as a "best practice" thought necessary to achieve universal primary enrolment while improving the quality and relevance of teaching and learning (Swift-Morgan, 2006). In the context of global movements such as Education for All, which aims to ensure that all children have access to free quality primary education by 2015 (UNESCO, 2000), low-income countries are under increasing international and domestic pressure to meet these goals. Countries such as Ethiopia, have embraced community participation as an integral part of their education reform strategy (Swift-Morgan, 2006).

Community participation in Ghanaian education is currently being enacted in several different ways - through policy changes that are systemic, policies that are progressive and smaller specific initiatives. The systemic changes involve the setting up of School Management Committees (SMCs) to govern the schools in a particular area, and annual public School Performance Appraisal Meetings (SPAMs). The effects of this are nationwide.

International institutions and governments in developing countries often use community participation to mean locally driven reform, while in reality these institutions and governments are actually garnering local support for preplanned interventions and transferring costs from the public to the private sector (see Cooke and Kothari, 2001). At the same time, some suggest that for supporters of the expansion of state-supported primary education, getting parents and other community members actively engaged — such as by advocating for greater government support or by contributing material and financial resources — may yet be an essential strategy for extending access to schooling to the world's children who are still deprived of basic education (Swift-Morgan, 2006).

While many international development agencies and NGOs have concluded that community participation is important for educational access and quality (Colletta and Perkins, 1995; Kane and Wolf, 2000; Rugh and Bossert, 1998; UNICEF,

1999), few studies offer empirical evidence to indicate how exactly parents and other community members are involved in supporting schools, and whether that support is related to school management, finance, teaching and learning, or other aspects of schooling. There is even less evidence to help us understand how such involvement might lead to increased enrollment, retention, and learning in schools.

2.2.1 Community Participation in Education

Many have made the case that community participation is an important means of improving educational relevancy, quality, and access. Others have developed theoretical typologies and continua to describe and categorize different forms of community participation. Together, the theoretical frameworks offer guidance as to what to look for when examining what constitutes community participation on the ground, in terms of the ways state and community actors relate to one another around schooling.

2.2.2 Community-State Partnership Models for Schooling

Many current theories regarding the relationship between community involvement and increased school efficiency and student learning are based on the premise that in traditional society, the community is the primary provider of children's education (Bray, 2000; Williams, 1997; cited in Swift-Morgan, 2006). Some scholars contend that trends toward centralized state control of education, while responsible for the expansion of educational opportunity in developing countries impede understanding of local needs and have a limited ability to distribute resources in a way that favorably influences school outcomes (Cummings, 1997; Williams, 1997). According to this theory, the limitations of the centralized model have stalled education expansion and quality improvements in many developing countries as state actions fail to reach marginalized populations (Swift-Morgan, 2006).

In response to the limitations of the highly centralized state, practitioners and policymakers are reintroducing various forms of community involvement into





education development, delivery, and management. The primary model of community-school partnerships that is emerging, like that represented by Bray (2000), is one in which education provision and decision making are shared between the government and the community. Other partnership models, such as Williams's (1997), emphasize that the relative power of these partners can vary greatly, as can the roles each partner plays. According to Swift-Morgan (2006) partnership arrangements range from the division of labour between partners (e.g., governments provide the teachers, the communities provide the teacher housing) to nearly complete community responsibility for the delivery and management of schooling (community provision of school buildings and teacher salaries, government provision of curriculum).

Swift-Morgan (2006) adds that each of these analytic models depicts the community as a willing and able partner to the state in schooling, and they offer two key principles. First, when communities have the space and opportunity to enter into a dialogue with the state, education interventions are likely to take local contexts into consideration, making them more effective. Second, while contributing supplemental material resources can be an important part of a community's role in supporting schooling, the most effective partnerships retain strong state financial support for key schooling inputs and strike a balance between community and state ownership of the school with regard to both finance and decision making.

2.2.3 Domains of Community Participation

The basic partnership models, however, are limited in that they do not seek to demonstrate the education areas in which the community may be involved. The question of areas of action is critical to understanding the process through which community participation might actually effect positive change in school efficiency and school-based teaching and learning.



A review of the literature reveals at least three models to explain the different areas in which communities can become partners in the provision of education. While Jimenez (2002) emphasizes the community's role in school management and administration, Muskin (2001) and the Guinean Ministry of Education (2002) extend the concept of participation to school curriculum and lesson delivery (Swift-Morgan, 2006). These models include six domains for community participation in schooling: infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and classroom support, student supervision, and student recruitment. Muskin (2001) and the Guinean Ministry of Education (2002) posit that for communities to have a true effect on school efficiency and student learning, their involvement needs to reach into each of the possible domains.

2.2.4 Scale of Community Participation

In addition to studying the domains of participation, several theorists have developed representations categorizing the extent to which communities are involved in education. Shaeffer (1994) and Swift-Morgan, (2006) describe that range as a ladder with seven rungs, the lowest of which represents the weakest form of community involvement in education, the mere use of a service such as a school. The highest rung represents true responsibility and power, described as participation in real decision making at every stage, such as problem identification, feasibility study, planning, implementation, and evaluation. Taking Schaeffer's schema one step further, Williams' continuum (1997) describes an extreme of community participation that leaves the community with all the responsibility without having the means to provide education.

The scale of participation is also a question of who in a community is participating. In his continuum, Williams (1997) makes an important distinction between the participation of the local elite and of ordinary citizens, emphasizing the different levels of participation that are possible within a community. Is a "community" participating if only its officials are involved? If only men have

contact with the school? If only the rich have the clout, time, and means to participate?

Centralized management systems have often been criticized for the fact that their rigid, hierarchical structures constrain community involvement in decision making (Cummings, 1997; Raina, 2002). McGinn (1992) contends that while decentralization efforts purport to transfer decision making power and resources to a wide popular base at the community level, they often also place additional responsibility for France and service delivery at the local level.

2.3 Adopting Participatory School management for Better Outcomes

Practicing participatory management has been long acknowledged as an essential ingredient in the quest for better schools. In characterizing successful schools, researchers commonly list five school-level factors, which include collaborative planning/collegial work and parental/community participation (Creemers, 1994; Edmonds, 1979; Joyce, 1991; Marzano, 2003; Purkey and Smith, 1983; Gamage and Antonio, 2007). Golarz and Golarz (1995) assert that high levels of parental involvement and support, collaborative collegial instructional planning, individual school autonomy and the resulting flexibility are effective school characteristics that justify the implementation of participatory governance.

In fact, Cheng and Cheung (2003) have observed that efforts to enhance organizational effectiveness since 1990s have featured participative management. As Caldwell and Spinks (1992) point out, securing a synergy of communities is the key to attainment of educational benefits. It should be noted, however, that attempts to involve stakeholders should be geared beyond mere participation but towards meaningful involvement (Waters, Marzano, and McNulty, 2003; Gamage and Antonio, 2007).

Research findings show that allowing teachers and stakeholders to take part in decision making yields salutary results. Employee satisfaction, motivation, morale and self-esteem are affected positively by involvement in decision-making and





implementation (Chapman and Boyd, 1986; Doyle and Wells, 1996; Gamage and Pang, 2003; Gamage and Antonio, 2007). Similarly, employee commitment and loyalty are fostered by collaborative school management practices (Chapman & Boyd, 1986; Wong, 2003; Gamage and Antonio, 2007). Moreover, researchers claim that better decisions and greater efficiency are reached since issues are viewpoints involved in participative set-ups (Connors, 1978; Owens, 1998; Gamage and Antonio, 2007).

Another noteworthy impact of participatory management is that participants tend to have a sense of ownership of change initiatives and eventually extend stronger support to realize the goals of such efforts (Kefford, 1985; Lindelow and Bentley, 1989; Gamage, 1996c; Gamage and Antonio, 2007).

Implementing participative management practices is also known to yield the following benefits: heads cannot easily manipulate people (Watkins, 1985); teachers are given a sense of control over their own working lives (Weiss, Cambone and Wyeth, 1992); power inequities are balanced (Harchar and Hyle, 1996); and additional resources become available to the organization (Gamage, Sipple, and Partridge, 1996; King and Swanson, 1990; Gamage and Antonio, 2007).

2.4 Reasons for Stakeholder involvement in Social Services provision

In reality, it has become difficult for governments in sub-Saharan African countries to meet the escalating investment cost of new infrastructure services and the maintenance cost of existing ones, especially crucial services such as education, health and water (Kreibich quoted in Bacho 2001). So governments in sub-Saharan Africa, academics and development practitioners have grappled with this problem of how to approach development on the whole and how to bridge the gap between the demand for and the supply of crucial services since the 1970's up to date. In Ghana, this demand and supply gap in the provision of social infrastructure is caused by rapid population increase. From a mere population



size of 4.8 million just before independence, Ghana's population rose to 8.5 million in 1970, 12.2 million in 1984 and over 18.4 million in 2000 (Population and housing census, March 2000). The potential for further population growth is self-evident. The issue is whether government has the capacity to meet the social services needs of the people under such escalating population growth especially through the centralized service provision approach adopted since the pre-colonial periods.

The argument put forward for the centralized approach to social service provision after independence has always been that of social welfare. Most governments of the newly independent states in Africa saw the provision of essential services to improve the conditions of their citizens as their moral responsibility. This assertion gradually caught up with the people who also regarded the provision of this social infrastructure largely the responsibility of the government.

Again, the argument for the centralized approach was crystallized by the assertion that there was no local institution skilled enough to undertake entirely the provision of social services. This argument notwithstanding, the principle of social learning as an appropriate strategy to achieving self-reliant and sustainable development (Korten 1984, Friedmann 1987) was unfortunately missed through this approach Bacho (2001).

Also, the inability to involve local communities resulted in a situation where the real infrastructure services needs of the target beneficiaries were never really assessed as evidenced by the following quotation from Honadle and Van Sant (1985: quoted in Bacho, 2001), that "Government workers would arrive, construct a school, well or dispensary and then depart, arguing that the needs of local people had been serviced" However, after independence this top-down approach to social service provision did not change, until some governments in Sub-Saharan Africa embarked upon privatization, imposition of fees, and encouragement of community participation



as a way out of meeting the infrastructure services needs of their citizens. Bacho (2000) in support of beneficiary participation in infrastructural service provision thinks that relegation of the people, who are supposed to be the final beneficiaries of the development process to the background, has been one of the causes of the increasing inaccessibility of the vast majority of the poor to the basic needs.

Citizens' participation in service provision found wide support not only within the United Nations system, but also among academics and the donor community, whose interest in bilateral Aid was on the wane. Donors also found in the popular participation argument the basis for shifting their aid assistance from inefficient government service providing agencies to community based infrastructure service directly through the Non-Governmental Organization (NGOs)- a process which has led to the evolution of what Friedmann (1987 cited in Bacho 2001) termed the third system. The third; system being the self-help initiatives championed by the NGOs, quite distinct from the government led and market based interventions of old.

2.5 School Management

Management is a complex and discursive subject. Despite the widespread use of the term and the large amount written about the subject; it is not easy to find agreement on a simply yet comprehensive definition of management or of a manager (Mullins, 1981).

That notwithstanding Maureen (1983), described management as the sum total of the process through which appropriate human and material resources are made available and effective i for the accomplishment of the purpose of an enterprise. This process includes activities such as planning, coordinating, directing, organizing and even budgeting. It is also concerned with supervision and allocation of resources or duties.

Management is also viewed by Benaars (1994) as a system of working with individuals, persons and groups for the purpose of achieving the established goals



of an organization. It involves acquiring resources necessary for accomplishing the set targets. In the context of education therefore, effective management means taking necessary steps to ensure that approved school standards are achieved improving the quality of instructional and the effective utilization of resources to promote teaching and learning in schools.

Dondieu (1998), in an educational context simplified school management to mean an organizational structure, which exists to maximize educational benefits and not monetary profit. At the apex of this structure Sussman (1993) states is the head teacher. He specifies the responsibilities of the head teacher to be judicious allocation of available funds for instructional improvement and quality control. He further adds that one purpose of quality control is accountability. Gowan (1991) rather broadens the scope of those responsible at the apex to include all school leaders, in this brackets are SMC and PTA Chairpersons. He specifies that these leaders are to see to it that mechanisms are put in place for periodic monitoring of the quality of curricula, courses, course materials and special programs to ensure that teachers actually perform their assigned duties to ensure quality educational delivery.

2.6 Theories of Educational Management

Like most concepts in the social sciences, the concept educational management has also been viewed from different perspectives by different people. In part this reflects the astonishing multiplicity of educational institutions, ranging from small rural elementary schools to very large universities and colleges. It could also be attributed to the varied nature of the challenges encountered in schools and colleges, which require different methodologies and solutions. Bolman and Deal (1997:11) describe the existence of these different perspectives as "conceptual pluralism: a jangling discord of multiple voices." Each theory has something to offer in explaining behavior and events in educational institutions. The perspectives favored by heads of educational institutions, directly or indirectly, inevitably influence or determine decision-making.



Griffiths (1997) provides strong arguments to underpin his advocacy of "theoretical pluralism." He indicates that the nature of a problem or a condition may call for a unique strategy to tackle it. He adds that some problems are large and complex and no single theory is capable of encompassing them, while others, although seemingly simple and straightforward, can be better understood through the use of multiple theories or a particular theory that is appropriate to that problem, but not others; Griffiths, 1997; Bush, 2003).

A number of writers have opted to present theories in well-defined groups or bundles but they differ in the models chosen, the prominence given to particular approaches and the tern analogies used to explain them.

The core theories are grouped into six major models of educational management (Bush, 2003). All these models have been well explained and verified empirically. Four of such models would be examined briefly in this study.

According to Bush (2003), formal models assume that organizations are hierarchical systems in which managers use rational means to pursue agreed goals. In this model, institutional heads possess authority legitimized by their formal positions within the organizations and are accountable to sponsoring bodies for their activities.

In practice, organizations with large numbers of professional staff tend to display signs of tension between the conflicting demands of professionalism and the hierarchy. Formal models assume that leaders, because they are appointed on merit, have the aptitude to issue appropriate instructions to subordinates. Professional organizations have a different ethos with expertise distributed widely within the institution. This may come into conflict with professional authority (Bush, 2003).

Another set of models is the Collegial models. These embrace all those theories that emphasize that power and decision-making should be shared among some or all members of the organization (Bush, 2003). Collegial models assume that



organizations determine policy and make decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organization who are thought to have a shared understanding about the aims of the institution (Bush, 2003:64).

Brundrett (1998:305 cited in Bush, 2003) says that "collegiality can broadly be defined as teachers conferring and collaborating with other teachers". Little (1990:166 cited in Bush, 2003) asserts that "the reason to pursue the study and practice of collegiality is that, presumably, something is gained when teachers work together and something is lost when they do not". In this case, the emphasis is not on collaboration with only teachers but other stakeholders in management. Heroic models of leadership are inappropriate when influence and power are widely distributed within the institution. Baldrige et al, (1978: 45) claim that "the collegial leader is at most a "first among equals" in an academic organization supposedly run by professional experts . . . the collegial leader is not so much a star standing alone as the developer of consensus among the professionals who must share the burden of the decision."

Yet another set of models is the Political models. This embraces those theories that characterize decision-making as a bargaining process. Analysis focuses on the distribution of power and influence in organizations and on the bargaining and negotiation between interest groups. Conflict is regarded as endemic within organizations and management and it is directed towards the regulation of political behavior (Bush, 2003). Political models are premised on the assumption that in organizations policy, decisions emerge through a process of negotiation and bargaining. Interest groups develop and form alliances in pursuit of particular policy objectives. Bush (2003) adds that conflict is viewed as a natural phenomenon and power accrues to dominant coalitions rather than being the preserve of formal leaders.

The Ambiguity models on their part stress uncertainty and unpredictability in organizations. These theories assume that organizational objectives are



problematic and that institutions experience difficulty in ordering their priorities. Sub-units are portrayed as relatively autonomous groups, which are connected only loosely with one another and with the institution itself. Decision-making occurs within formal and informal settings where participation is fluid. Ambiguity is a prevalent feature of complex organizations such as schools and is likely to be particularly acute during periods of rapid change (Bush, 2003):

Ambiguity models assume that turbulence and unpredictability are dominant features of organizations. There is no clarity over the objectives of institutions and their processes are not properly understood. Participation in policy making is fluid as members opt in or out of decision opportunities.

Synthesizing from the models discussed, each of the models offers valid insights into the nature of leadership and management in schools and colleges. Yet all the perspectives are limited in that they do not give a complete picture of educational institutions. Morgan, (1997:347) claimed "Organizations are many things at once! They are complex and multifaceted. They are paradoxical. That's why the challenges facing management are so difficult. In any given situation there may be many different tendencies and dimensions, all of which have an impact on effective management"

The inadequacies of each theory, taken singly, have led to a search for a comprehensive model that integrates concepts to provide a coherent analytical framework. Chapman (1993) stresses the need for leaders to develop this broader perspective in order to enhance organizational effectiveness: "Visionary and creative leadership and effective management in education require a deliberate and conscious attempt at integration and coherence"

An overview of Ghana's educational system over the years has revealed that almost all these theories reviewed have been adopted in one way or the other. The SMC/PTA concept of community participation in educational management fits to a very large extent the Political and collegiality models where decision-making is

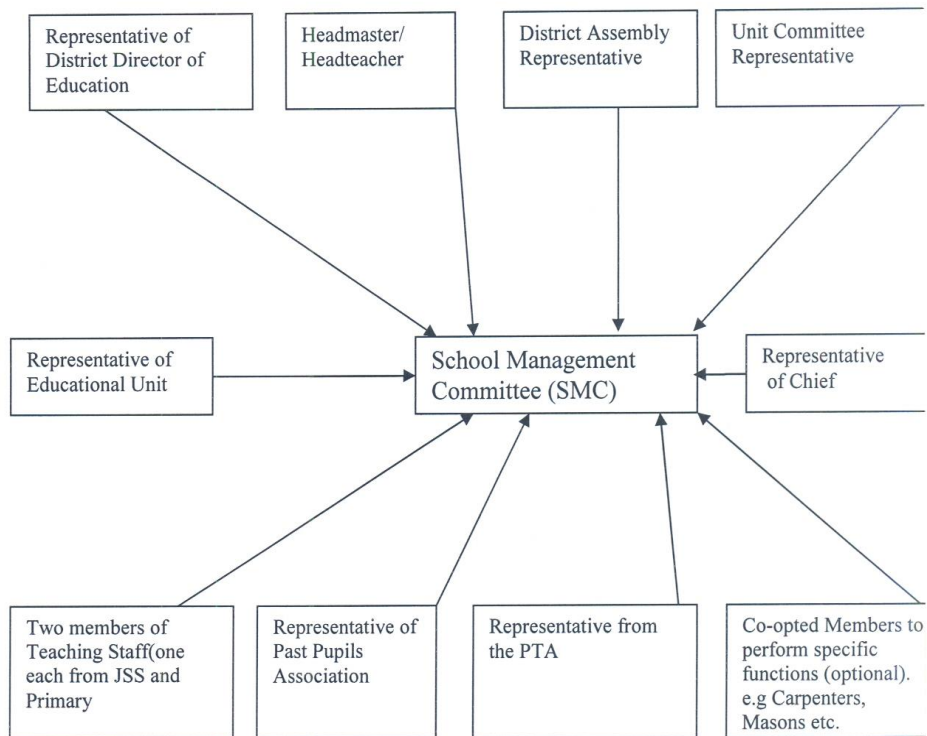
a collective responsibility among stakeholders and through a bargaining process and consensus building. Prior to the systemic change in policy in the 1961 Education Act and later the 1987 Educational Reforms that gave credence to community participation, instructions as to the management of educational institutions strictly followed the tenants of the Formal theories.

2.7 School Management Committees (SMC)

The SMC is a committee designated under the Ghana Education Service Act of 1994. It is a community-based organization aimed at strengthening community participation and mobilization for delivering education. The committee is made up of the District Director of Education or his/her representative and members appointed by the District Assembly, the PTA, the Unit/Village Development committee, the Chief, the Education Unit, two teachers and one other representative.



Figure 1 Diagrammatic Representation of the Membership of the SMC



The SMC is assigned duties that include to;

- ensure that the premises of the school are clean and in a structurally safe state of repair.
- Control the general policy of the school, but cannot encroach upon the authority and responsibility of the head teachers.
- submit termly reports and other information as required to the Director-General of the Ghana Education Service through the District Director of Education.



- > develop an annual education action plan for the improvement of teaching and learning in collaboration with the head teacher.
- > advise the head teachers on emerging issues, and make proposals for the review and design of general school policy.
- > ensure that all children are enrolled and remain in school, see to it that qualified teachers are assigned to the school, ensure that all children have supplies, monitor attendance of teachers and pupils, conduct other activities in support of the school, and may raise funds for needed infrastructure.

2.8 Parent/Teacher Associations (PTA)

The PTA is an association of parents and teachers in a particular school or a cluster of schools. The members are parents, guardians and teachers who are interested in their children's education. Their domain is to forge links between the home, the school, and the community in order to strengthen the school and to assist in fund-raising to provide the basic needs for the school. Members' contributions, Non-Governmental Organizations and the community fund the PTA.

They assist the SMC to increase school enrolment by encouraging parents to send children to school. They also assist teachers in solving problems, and providing a forum in which parents and teachers can discuss any misunderstandings between them.

2.9 Staff Participation in School Management

Like every other organization or community, the school is able to survive only through the joint efforts of its members. For instance, the learners have to study diligently and keep the school premise clean and the ancillary staff (i.e. non-teaching personnel) has to perform their functions to enable the teachers teach to the best of their abilities. It is within this context that Obenya (1983) explains staff participation as referring to how the school staff is involved in the day to day



running of the school. Effective staff participation is very crucial in decision making which is central in the entire process of school management. As stated by Sussman (1993), the head teacher retains considerable authority over and responsibility for the internal activities of the school and exercises that responsibility by setting up decision-making structures. In doing this he may involve the staff in school administration by using it as a consultative body, or he may appoint teachers to serve on such committees as entertainment, library, sports and games etc. He may also delegate some of his functions to other teachers. This kind of delegation and involvement ensures proper and efficient functioning of the school through collective policy formulation and implementation. It also fosters team spirit or we-feeling among members and thus motivates individuals to readily make available their unique talents in specific areas such as sports and games, first aid or in undertaking special duties for the general welfare of the school. Corno (1980) therefore emphasized that school leadership; obviously the head teacher should seek the advice of others. The more staff members can be involved in planning, conducting and implementing school improvement and staff development efforts, the greater the likelihood of them getting support for any adjustment and revision that may be called for.

Through interactive situations such as staff meetings, consultation and feedback is best promoted. This is because staff meetings constitute one of the most important ways through which the school head can communicate with his staff on matters of school management and the improvement of school instruction.

2.10 Pupil Participation

Time was when the view that children should be seen but not heard was upheld in the Ghanaian society. Today, this view has been reversed; the pupil is at the center of the educational process and therefore all activities in the school should aim at developing his total personality to the fullest (Dondieu, 1998). One means, of achieving this is through pupil participation in the administration and management of the school.

In the course of pupil's participation in school administration there is regular contact between the head teachers and school prefects, head-teacher and pupils and school prefects and pupils.

The degree of pupils' participation in school management depends largely on the level of the school system. For example, at the primary and Junior High school levels pupils' participation is usually limited by age and inexperience of pupils. Therefore, at these levels pupils participate in school administration as school prefects, class prefects, and section leaders.



CHAPTER THREE

Research Methodology

3.1 Introduction

This chapter offers an outline to the study. It describes the study area, research design, the respondents of the study, sampling procedure and techniques and data collection, analyses and presentation processes. A mixed research approach was adopted giving that it blends the strengths of both quantitative and qualitative approaches to social research (Rossman and Wilson, 1985) cited in (Johnson et al, 2007). The methods and techniques of data collection and analyses, in addition to the rationale for the choices are also described as well. A brief profile of the study district is also presented here.

3.2.1 Selection of Study Region and District

The research is located in the Nadowli District in the Upper West Region of Ghana.

This district was purposively sampled because I did my District Assembly study there as part of the field practical aspect of my course of study. Also, its educational achievement has not been very encouraging considering their position in the National Basic Education Certificate Examination Ranking in the past three years (21st in 2007, 39th in 2008 and 47th in 2009). Moreover, it is my 'home' district and I know the terrain and have created the necessary rapport to enable me to gather the relevant data with minimal problems.

3.2.1.1 Geographical Location and Size

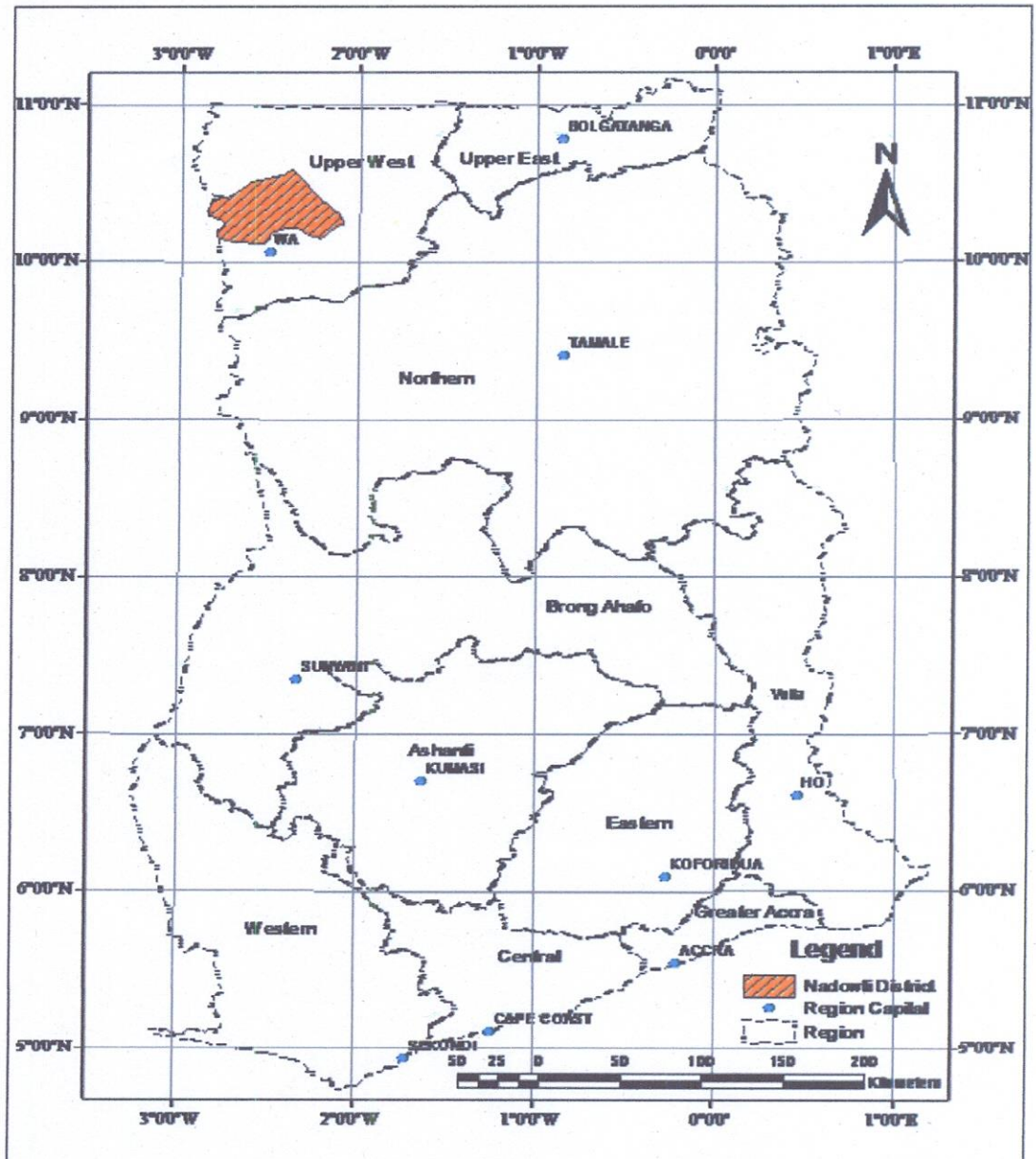
Nadowli district is centrally located in the Upper West region of Ghana. It is bordered to the south by Wa district, west by Burkina Faso, north by Jirapa district and to the east by the Sissala district. It covers a total land area of 2,742.50km² and extends from the Billi Bridge (4km from Wa) to the Daputori Bridge (almost 12km from Jirapa) on the main Wa — Jirapa-Hamile road and also from West to east it extends from the Black Volta to Wahabu. The distance



between the district and the regional capital covers about 40 km. Find on figure2 the study district in the context of Ghana.



Figure 2 Study District in the Context of Ghana



Source: Adopted and modified from the Survey department, Ghana



3.2.1.2 Relief and Drainage

The topography of the district is low lying and undulating at altitudes ranging between 150m-300m above sea level though some parts average 600m. The only major stream, Bakpong and several ephemeral streams, flow into the Black Volta. These limited number of rivers and stream coupled with the seasonal drought seriously hampers dry season farming resulting in low output levels and food insecurity that is experienced almost every year (Nadowli District MTDP 2006-2009). This is relevant to the study to the extent that it directly impacts on the main livelihood of the people and could affect their participation in school management in terms of their contribution.

3.2.1.3 Demographic Characteristics

According to the 2000 population census, the district had a total population of 82,716. This population, compared with the 1984 census figure of 65,529, indicates a growth rate of 1.5% per annum. Using the 2000 population as the base year and an annual growth rate of 1.5%, the population in the district is currently estimated at 89,158. About 45% of the population is aged between 0-14 years. The economically active population (15 years and older) also constitutes 49% with the remaining 6% being the aged. This gives an age dependency ratio of approximately 1:1 indicating less pressure on the working population and the high propensity or ability to save (Nadowli District MTDP 2006-2009).

Out of the current estimated total population of 89,158, males make up 41,904 and women 47,254 thus giving male/female ratio is 47:53. This situation amplifies the need to mainstream gender in the pursuance of development in the district, as females constitute the majority of the population (Nadowli District MTDP 2006-2009).

3.2.1.4 Education

Educational facilities in the district like in many other places in Ghana have been provided and managed by the District Assembly, Missions and Private

individuals. The district has a total of 138 educational institutions comprising 24 Day Nurseries, 70 Primary, 36 Junior High Schools, five Technical/ Vocational and three Senior Secondary Schools. Currently more than 65% of the current District Population can now access primary education within 4 -5km distance.

Table 1, Types of Educational Institutions

INSTITUTION TYPE	NUMBER		VARAINCE (2002-2005)
	2002	2010	
Day Nursery	16	24	8
Primary	70	70	-
JHS	33	36	3
Technical [Vocational	3	5	2
SSS	3	3	-
Total	125	138	13

Source: Nadowli District Directorate, GES, 2010.

The schools in the district are distributed according to eight circuits namely Daffiama, Fian, Issa, Kaleo, Nadowli, Takpo Jang and Charipong. This aim is to enhance effective monitoring of school activities by circuit supervisors in view of the increased enrolment in primary schools and the need to improve upon the quality of teaching and learning.



Table 2, Distribution of Schools by Circuits

	Day			Nursery		JSS		SSS		Vocational
	2002			2010		2002		2010		2002
Daffiama	2	2	7	7	4	4	1	1	1	1
Fian	2	2	7	7	3	3	-	-		
Issa	-	-	9	9	5	5	-	-	1	1
Kaleo	2	4	9	9	4	4	1	1	1	3
Nadowli	2	3	11	11	5	4	1	1		
Takpo	4	5	11	11	5	4	-	-		
Jang	2	3	8	8	3	5	-	-		
Charipong	2	-	8	8	4	4	-	-		
Total	16	24	70	70	34	36	3	3	3	5

Source: District Directorate, GES, 2010.

There is a relatively fair distribution of educational facilities among the circuits as far as Pre School and basic educational facilities are concerned. With the exception of Issa that has no Day Nursery, all circuits have Nurseries, Primary and Junior High Schools. Only three circuits (Daffiama, Kaleo and Nadowli) have Senior High Schools (Nadowli District MTDP 2006-2009).

3.3 Research Design

The study is a survey of community participation with particular reference to PTAs in selected communities in the Nadowli District in the Upper West Region. Surveys are useful when you want responses to the same questions from a number of people. Surveys can take two forms: a questionnaire, or something that the respondent fills in, or a structured interview, whether face-to-face or over the telephone, in which the researcher fills in the answers (Kane, 1995).

Scholars, government officials, and commercial interests in the developing countries are increasingly recognizing that survey research methods provide the





only means by which systematic information can be collected and analyzed for a wide range of purposes (Mitchell, 1983, p. 219). Kane (1995) thinks that like every other research technique, it has a specific function: it tells you what people say they do, think, or feel if you ask the right questions, if they understand what you are asking, and if they are able and prepared to give you answers. The two forms of the survey are expected to generate both quantitative and qualitative data.

The quantitative data were gathered through the use of structured questionnaire with a mix of close ended and open ended questions. The results were analyzed using the Statistical Package for Social Sciences (SPSS). The qualitative data was gathered through interview and focus group discussions and the analyses provided in depths into the study variables. This made the analysis of data more comprehensive and informative.

3.4 Target Population

In determining the target population, Twumasi (2001) asserts that the researcher first determines the universe and outlines its parameters. Polit and Hungler (1995) define a universe as the entire aggregation of cases that meet a designated set of criteria. It must be noted that whatever the basic unit, the population always comprises the entire aggregation of elements in which the researcher is interested. In this case the universe is all head teachers of first cycle schools, Circuit Supervisors, District Education Oversight Committee, and PTA members in all communities that have first cycle schools in the district. The researcher then looks out for the group of elements or cases whether individuals, objects or events, that conform to specific criteria and to which generalization can be made with the results (Amedahe, 2004). Table 3 displays the numbers in each category in the universe.

Table 3 Target population

Description	Number
Head teachers	106
PTAs in communities	54
DEOC	1
Circuit Supervisors	8

Source: District Directorate, GES, 2010

3.5 Sampling Procedure and Techniques

Sampling refers to a process of selecting a subset of population for study (Pannerselvan, 2009; Dooley, 2007; Amedahe, 2004). Sampling enables the researcher to study only a relatively small proportion of the population (Amedahe, 2004) The rationale is to make generalization or to draw inferences based on the study of the samples about the parameters of population from which the samples are taken (Yin, 2003). Sampling approaches include probability sampling in which all segments of the population have equal chances of selection normally gotten from a sampling frame (Pannerselvan, 2007 Osuala, 2005; Kane, 1995) and also non-probability sampling in which subsets of population to be studied are selected on unequal chances basis like snowballing (Dooley, 2007; Schewigert, 1998). In non-probability sampling, sampling units are chosen not by chance but for a purpose (Maxwell, 2007).

In this study, a blend of both probability and non-probability sampling approaches were used in the selection of the head teachers, circuit supervisors, and District Education Oversight Committee and PTA members.

3.6 Sampling Units

For this study a mixed method of sampling techniques was used in arriving at the units of study. The eight administrative circuits under the Nadowli District Directorate of Education were considered as clusters. Twumasi (2001) indicates



that the term "cluster" means a number of units or elements in the same kind. Kish (1967; cited in Twumasi, 2001) points out that when individual selection of elements seems too expensive, survey tasks can be facilitated by selection of clusters. From the clusters, three school communities were randomly sampled.

Where a school community is selected, the head teachers (if the community has a primary and a JHS) or head teacher (if the community has either a primary or JHS), and the PTA of that school or schools automatically formed part of the respondents. It is worth noting that the communities in which these schools are located in all cases except three have joint PTA overseeing their affairs. For these categories, 47 head teachers and 128 Parent Teacher Association members were chosen.

At the institutional level, three out of the eight circuit supervisors and five out of the 11 members of the DEOC were also randomly sampled. This technique was used because each category of the population is homogeneous, that is, the two groups of people are similar in terms of characteristics. Also, it gave each unit an equal chance of being selected. The lottery method was adopted for the selection of the sample. Table 4 shows the sample units for the study.

Table 4 Sample units

Category	Total	Samples drawn	Respondents	Percentage of total
Head teachers	106	47	47	44.3
PTAs in communities	54	24	128	-
DEOC	1	1	5	27.2
Circuit Supervisors	8	3	3	62.5

Source: Field data, 2010



A total of 183 respondents from the categories on table 4 availed themselves for the study and actually responded to the various data collection tools used. The 128 PTA members responded to questions in Focus Group Discussions while the remaining 55 respondents made up of the head teachers, the DEOC members and Circuit Supervisors responded to questionnaires.

3.7 Data Sources and Collection Techniques

According to Gay (1992), all research studies involve data collection. Since all studies are designed to either test hypotheses or answer research questions, they all require data with which to do so. The two sources of data collection in social research were utilized. These are the primary and secondary data sources (Flick, 2002; Pennerselvam, 2007). Structured questionnaire which was self-administered, focus group discussions and interviews were used to gather the primary data. For the secondary data I reviewed related literature from sources that include both published and unpublished books, journals and internet material.

3.7.1 Questionnaire

Questionnaires consist of well formulated questions to probe and obtain responses from respondents (Twumasi, 2001; Kurma, 1999; Panneerselvam, 2007). Amedahe (2004) adds that the list of questions or statement should be related to the objectives of the study, the hypotheses and research questions to be verified and answered. This can be categorized into two main groups: close ended or pre-coded and open-ended questions. Close ended questionnaire provides predetermined closed-ended answers for respondents to choose from. In open-ended questionnaires, open-ended questions are used and respondents are at liberty to give any answers (Karma, 1999; Twumasi, 2001).

In this research, a mixture of (open-ended and closed-ended) questions was used to gather views on community participation in education in general and that of the PTA in particular from the head teachers and circuit supervisors.





3.7.2 Focus Group Discussion (FGD)

Focus groups consist of people specially selected for their experience in relation to whatever you are studying. Usually, the group consists of six to twelve people of similar background in terms of age, sex, class and so on who are brought together to discuss a small number of question or issues - no more than ten - for about an hour or two (Kane, 1995). They draw on the attitudes, feelings, beliefs, experiences and reactions of respondents in a way that other methods cannot. Focus groups elicit a multiplicity of views and emotional processes within a group context. The researcher gains a large amount of information in a relatively short period of time (Morgan and Krueger, 1993).

With the help of teachers and a field assistant, I held separate focus group discussions for women and men. In order to create an environment conducive for candid exchanges, my field assistant and I conducted each focus group discussion away from the other. In all 32 FDGs (16 each for men and women) were held in 16 communities, specifically, two communities from each circuit. This technique was used to gather views on community participation in education in general and that of the PTA in particular from PTA and community members.

3.8 Data Analysis Techniques

Data analysis was not done as a separate stage after data collection in the research process, but as a continuous and simultaneous process (Yin, 2006). It involves the searching for patterns of relationship that exist among data groups (Karma, 1999) as well as examining for consistencies and inconsistencies between knowledgeable informants and finding out why informants agree or disagree on issues on the subject matter (Bernard, 1990).

The quantitative data were analyzed using a Statistical Package for the Social Sciences

(SPSS) software version 16 and it generated statistics such as frequency and percentage distributions to determine the relationships and correlations between

variables in the structured questionnaire. Here responses from the pre-coded and open ended questions were organized and entered into a prepared template and the analyses done. The frequencies, percentages and figures from the SPSS are then further explained by qualitative interpretations, consisting of informants' experiences and general perceptions from their worldviews.

3.9 Quality Control for Reliability and validity

Guyo (2009) citing Silverman (2001) reports that validity and reliability are essential in qualitative research just as they are important in quantitative research. Whereas Kane (1995) observes that triangulation is one way to increase validity, others, such as Meeto and Temple (2003) have contended that triangulation in itself does not enhance validity. They posit that, in spite of the fact that findings from different methods may corroborate each other, researchers rarely spell out any differences between findings and almost never bring out the contradictions. The strengths of different methods were used to triangulate the study. Kane (1995) writes that in triangulation many approaches are used to collect data through a variety of strategies in order to strengthen and vary research findings. In this study multiple methods were used to ensure validity as well as to cross-check accuracy.

3.10 Documentation and Management of data

According to Mack et al (2003) after data has been collected it has to be managed. Data management is an overwhelming task in a study that used multiple data collection tools. Field notes and related material were all labeled and after data were collected all materials were put into a large envelope for safety. Data that were in soft copies were stored in a computer and backups in other storage devices. Recorded interviews were duplicated, translated, transcribed and added to the envelop and returned to the secure data storage for safety (Mack et al, 2003). Secondary data that were in hard copy were photocopied and kept in files designated for the study.



CHAPTER FOUR

Data Presentation and Discussions

4.1 Introduction

This chapter presents and discusses data on community participation in school management with particular reference to the PTA as were gathered from the district of study. Data presented in tables and figures represent those gathered using questionnaires. These data were analyzed using the SPSS version 16. Those that were gathered through focus group discussions and semi-structured interviews are presented as views either to support or refute an assertion or opinion held by those who responded to the questionnaire.

For easy appreciation of the issues, the data are presented and discussed from two perspectives; the school system made up of Head teachers, Circuit Supervisors and members of the DE00 and the other being the community made up of Parent Teacher Association members. Presentation of findings is done along the objectives of the study.

4.2 Socio-Demographic characteristics of Respondents

The social and demographic data presented in this section are those of respondents from the school system. The data covers the age, sex and educational status of respondents. These data are summarized in tables for easy appreciation.

4.2.1 Age group and Sex of Respondents

Table 5 gives a breakdown of the age groups and sex of respondents to the questionnaire. These characteristics are presented in absolute numbers with their corresponding percentages.



Table 5 Age and Sex of Respondents

Age group	Sex of Respondents				Total	
	Male		Female			
	No.	Per cent	No.	Per cent	No.	Per cent
20-29	4	8	0	0	4	7
30-39	20	40	0	0	17	31
40-49	15	30	2	40	20	36
50-59	11	22	3	60	14	26
Total	50	100	5	100	55	100

Source: Field data, 2010

As displayed on table 4, majority of respondents to the questionnaire were between the ages of 30 and 49. This group accounted for a total of 67 per cent. It is also clear that male respondents to the questionnaire far outweighed that of the females. The females constituted only nine per cent. The male respondents dominated in all the age groups. The male dominance could be attributed to the fact that many females have not risen to the position of head teachers or circuit supervisors. The male dominance has not come as a surprise since women accounted for less than 10 per cent of people in public office (The Women's Manifesto, 2004).

The results agree with the National Development Planning Commission (NDPC) and Ministry of Women and Children Affairs (2006) that women's participation in leadership has increased worldwide, but women in Ghana still lag far behind in the area of power-sharing and decision-making.

Indeed, the male dominance would have been more if conscious efforts were not made to balance the numbers at the group discussion level in the sampled communities.

Commenting on the participation of women to schooling, Swift-Morgan (2006:357) in her study of community participation in southern Ethiopia found





that "women's involvement outside the home was consistently limited across these populations. Some mothers and other women in the community appeared actively engaged in providing time for children to study at home, monitoring work at home and school attendance, and occasionally supporting collective community-school improvement efforts. Outside the home, however, women were much less visible in their relations with the school".

4.1.2 Formal Education of Respondents by Sex

Respondents' level of formal education could come in handy in the performance of their role or their perception of community participation in the management of schools. The Food and Agricultural Organization (FAO) and the United Nations Education Scientific and Cultural Organization (UNESCO) have recognized education and training as the most important weapon in the fight against poverty and underdevelopment. With education people are better equipped to make informed decisions in promoting the economic, social and cultural dimensions of development (FAO/UNESCO, 2003).

Table 6 is an exhibition of the ratio of male and female in each level of education. The presentations are in both absolute counts and percentages for easy grasp.

Table 6 Level of Education by Sex of Respondents

Educational Level	Sex of Respondents				Total	
	Male		Female			
	No.	Percent	No.	Percent	No.	Percent
Teacher's Certificate 'A'	5	10	0	0	5	9.0
Diploma in Basic Education	20	40	2	40	22	40.0
Degree	25	50	3	60	28	51.0
Total	50	100	5	100	55	100

Source: Field data, 2010



As displayed on table 6, more than half (51 per cent) of the respondents to the questionnaire have a first degree as their highest level of education. This group is closely followed by those with Diploma in Basic Education as their highest educational level. It is worth noting that all the female respondents to the questionnaire have their level of education above the Teacher's Certificate 'A'.

At the group discussion level (made up of parents) it was observed that about 30 per cent of the respondents have not been to school.

Considering the fact that a PTA executive needs to have a clearer understanding of the objectives and roles of the association, read, understand and respond to correspondence and lead discussions on matters relevant to the achievement of set targets, one is expected to have at least functional literacy to function better.

As stated earlier, it is important that stakeholders in the education sector have at least a minimal level of formal education to enable them appreciate their roles better. Without formal education communities' role in contributing to improved educational outcomes through their participation could be greatly hampered. Jimenez and Sawada (1999) in their study of the developing world reported that in many rural areas in all parts the uneducated parents underestimate the value of education and thus do not send their children to school. The reasons may be cultural, social, economic or inadequate information. In a specific case Casely-Hayford (2000) in her study of Northern Ghana noted that within the communities she studied there was in some cases stagnation and in others growing resistance to the idea of formal schooling because of the low level of formal education.

4.2 Perceptions of Community participation in School Management

Respondents to the questionnaire and the focus group discussants expressed varied views on their understanding of community participation in the management of schools. Those from the school system (respondent to the questionnaire) were of the view that, it is the parents or guardians of children

currently enrolled in school who participate most regularly in matters of their wards' schooling.

Respondents from the community (i.e. parents in the focus group discussions) rather indicated that the entire community participated. As a mother put it "issues concerning schooling are everybody's matter and most of us respond with great interest because we all now understand the importance of education". A father buttressed the point by adding that "we all respond because if one doesn't have his or her child in school now, he or she would certainly have in future. Besides the children in our school now are our relations". The view of those from the community is based on the assertion that a vast majority of people who attend community and other meetings concerning schooling are indeed parents and guardians, but other community members such as village chiefs, religious leaders, elders and youth also take part. The view of respondents from the community system on community participation tend to agree with the World Bank's (2007) view that in developing countries in particular, in isolated small or rural communities, parental participation tends to be synonymous with the whole community's participation, since in these small communities almost everybody has a family member in school.

4.2.1 Modes of community and parental involvement

Respondents described several ways parents and community members are currently involved in schooling. Those from the school system on one hand, identified activities including; cash contribution for the provision of Teaching and Learning Materials and infrastructural improvements, contribution in labor and materials for infrastructure projects (i.e., building kitchens, store rooms etc.), monitoring pupils' attendance, participating in meetings concerning schooling, advocating for the needs of the school to government and NGO actors any time there is an opportunity, meet with teachers regarding student academic performance and payment of allowances of voluntary teachers.





Respondents from the focus group discussions identified a number of activities apart from those identified already by respondents from the school system. The activities include; meeting with school staff to share ideas in general about school reform, electing executive members of the PTA, help protect the school against intruders, visiting the school to check on progress of projects, and supporting teachers by providing residences near the school.

It is worth mentioning that respondents to both the questionnaire and focus group discussions identified monetary payment as the first example of ways that parents and other community members contribute to schooling. While public basic education in Ghana is free, parents still contribute in diverse ways towards the provision of enhanced education in their communities or where they have a stake in a school.

Parents often are required to make cash payments to the school in order to cover operational supplies and infrastructure improvements, and occasionally to provide allowance for volunteer teachers and other personnel. The study revealed that nearly all parents recognized that schools need financial resources, and they are willing to support the schools. One father explained that, "by giving them whatever they (the school staff) need, we will also get what we need for our children." Another parent however explained that "regardless of how much we value education, sometimes we simply do not have the money to pay". They generally spoke of increased financial pressures on themselves due to both the erratic rainfall pattern with its consequent poor yields and government's inability to keep up with the demand for schooling.

To buttress the point on increased financial pressure a mother drew attention to the additional indirect costs of schooling that is pens, pencils, exercise books and clothes. All the things they need to buy to fulfill the needs of their children. Another mother concluded their concern by adding that "We need our children to get education, but the problem is that we are very poor."



Next in emphasis to monetary contribution is provision of labor, both groups of respondents noted that the community participates by providing labor and materials for infrastructure projects, such as building new desks, repairing classrooms or building of kitchens. This effort included the collection and transport of building materials, the actual process of construction, and the provision and preparation of food and drinks (pito) to nourish the laborers.

From the responses, parents' and community members' willingness to contribute in kind was significantly greater than their ability to contribute cash. This finding agrees with Swift-Morgan's (2006:352) view when she quoted a parent that 'it would be better if the school asked us to give what we have, such as labor and materials, since we can't always contribute by giving money.'

4.2.2 Extent of involvement of parents and community members

Respondents were asked to rate the extent to which they think parents and the communities at large were involved in the management of schools. Table 7 captures the responses of those to the questionnaire.

Table 7 Extent of involvement of parents

Response	Frequency	Per cent
Strongly involved	13	23.6
Involved	39	70.9
Not involved at all	3	5.5
Total	55	100.0

Source: Field data, 2010

Two out of every three respondents held the perception that parents were 'involved' (showing a laissez-faire attitude to happenings in the school) in the management of schools in the district. However, 23.6 per cent of participants think that parents were not just involved but 'strongly involved' (showing great interest in all happenings and taking active part in decision making) in the management of schools.



Responses from the group discussants (parents) were not significantly different. This is because most discussants indicated that most parents do not show greater interest in decision making at the school level, rather a few parents are seen at the forefront as far as issues of decision-making with school authorities are concerned. Nevertheless, some parents argued that they have virtually taken over the task of the government in the area of provision of education apart from paying teachers their salaries. This assertion was made against the backdrop that they have always contributed to undertake all their activities even when it was construction.

Table 8 Appraisal of Parental involvement

Response	Frequency	Percent
Very good	13	23.6
Good	38	69.1
Bad	4	7.3
Total	55	100.0

Source: Field data, 2010

The involvement of parents in the management of schools was deemed as good by two out of every three respondents to the questionnaires (Table 8). Only 7.3 per cent of respondents think that parental involvement was bad.

The reasons advanced for rating the involvement of parents and community members in school management generally as good and not very good include the following; some parents incite other parents and community members against the teachers; refusal to pay agreed levies in good time to enable the PTA solve pressing problems; most parents refusing to attend PTA general meeting and also not cooperating with the school on some management issues.

The rating and reasons for the issue was not different at the group level.

4.3 Activities of PTA in school management

This section took a closer look at the PTA and its operations. As stated earlier the PTA has been slated to play a defined set of roles that will ultimately lead to the desired goal of enhanced educational outcomes. These roles are expected to be played through the performance of certain activities. This section examined these activities.

4.3.1 Formation of Parent Teacher Association in the District

This section looked at the PTA as a body officially recognized to mobilize parents and community members in their respective school-community to better engage in consultation leading to enhanced standards and strengthen school community relationship. Data gathered revealed that most PTAs in the district were formed just after the introduction of the New Educational Reform program in 1987,

with a few formed as late as 2007. It is important to note that all basic schools in the district of study have PTAs.

4.3.2 Qualification for membership of the PTA

Table 9 shows the views of respondents to the questionnaires on the membership of the Parent Teacher Association. The results show that a little above half (54.5 per cent) of the respondents think that the associations are made up of parents and guardians only. However, 28.6 per cent and 16.4 per cent of respondents think the membership includes members of school community and any concerned person respectively. This finding reveals that some more work needs to be done in terms of sensitization on this matter since the SMC/PTA Policy Guideline (2001) defines the membership of the PTA to be made up of parents, guardians and teachers who are interested in children's education.



Table 9 Who is qualified to be a member of the PTA

Response	Frequency	Percent
Parent/Guardian	30	54.5
Member of school community	16	29.1
Any concerned person	9	16.4
Total	55	100.0

Source: Field data, 2010

Still on the issue of who is qualified to be a member of the PTA, there were equally varied views from group discussants. Most group discussants stressed that all concerned members of the community are stakeholders of the association because they all contribute either in kind or cash to the construction and maintenance of school buildings and other school related matters whether one liked it or not. They insisted that usually issues on contribution as regards schooling start on voluntary basis but end up being compulsory because of social sanctions. This result is congruent to the finding by Hill (1991: 188; Igwe 1988: 112 in Bary 1996: 497) which states that "community contributions may be voluntary, but in some settings the applications of social sanctions in effect makes them obligatory" Most discussants expressed the feeling of ownership of the schools in the communities. In one community, a father stated that parents and community members recognized that they make contributions because "the school must have an owner" if their children are to have access to education.

4.3.3 Training for PTA executives on roles in school management

The significance and value of training has long been recognized. Consider the popular and often repeated quotation, "Give a person a fish and you feed him for a day. Teach a person to fish and you feed him for a lifetime." This simple but

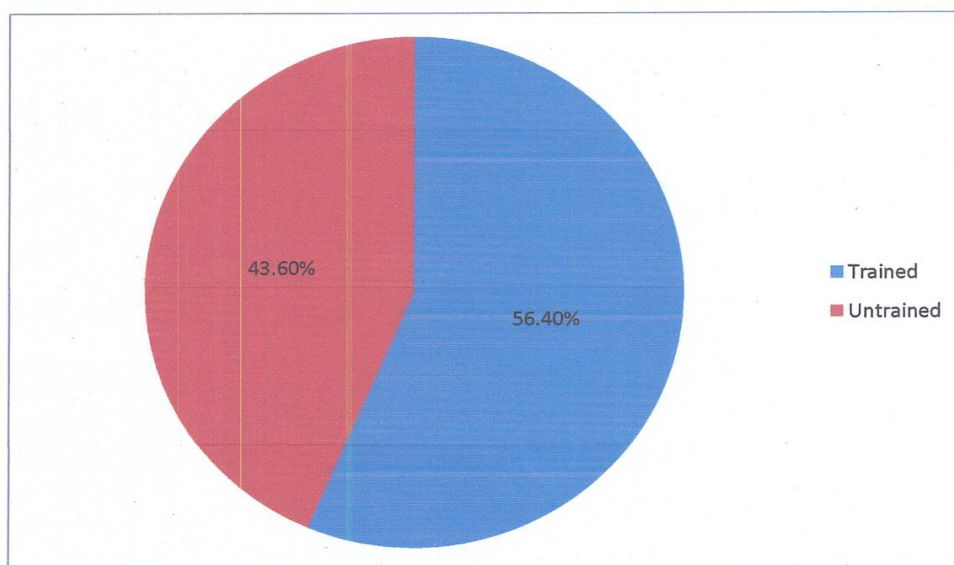
profound saying is attributed to the wisdom of Confucius who lived in the 5 century BC. Training for the PTA executives is done by the Ghana Education Service through the Community School Alliances Project with support from



organizations that have interest in improving quality education through community participation.

Figure 3 displays results of the number of executive of the PTA who are trained in school management

Figure 3 Total number of trained and untrained PTA executives



Source: Field data, 2010

Table 10 Number executive members trained in school management

Response	Frequency	Percent
None	24	43.6
One	12	21.8
Two	7	12.7
Three	5	9.1
Four	4	7.3
Five	3	5.5
Total	55	100.0

Source: Field data, 2010





From figure 3 the results show that 56.4 per cent of the PTA executives were trained on their responsibilities in the management of schools, but 43.6 per cent were untrained. It is interesting to note that the number of executives trained ranged from one to five individuals in the sample schools (Table 10). With 21.8 per cent of the respondents claiming that only one executive member of the PTA was trained on matters relating to school management in sampled schools. This finding raises a lot of questions as to how effective the PTA can be in the execution of its responsibilities since training is a requirement and also essential to enable them perform better. On the importance of training, Anonymous (1998) in Susan, (2002) indicated that not only does training increase productivity, it also motivates and inspires 'workers by letting them know how important their jobs are and gives them all the information they need to perform their jobs.

Group discussants who were also PTA executives confirmed during the group discussions that some of their colleagues have been trained on school management; and on the number of executives trained, the number also ranged from one to five.

Still on the issue of training, some parents and community members could not readily tell whether any executive of the association has been trained. They rather cited instances where some executives were invited to meetings outside the community. "As to whether some of those meetings were training sessions, we cannot tell" a parent claimed.

4.3.4 General meetings in a year

The SMC/PTA Policy Guideline (2000:10) states categorically that, "general meetings be held at least once a term and emergency meetings at the request of the chairman or head teacher". On the contrary, results on table 11 show that only about 27.6 per cent of respondents to the questionnaire were aware or followed this policy guideline for the operation of the PTA. About 78.1 per cent held general meetings either once or twice in an academic year. This revelation could have serious implications on the operational effectiveness of the PTA since a lot

of issues could be left unattended to. Table 11 displays a summary of responses on the number of times general meeting were held in a year.

Table 11 Number of General meetings in a year

Number of times	Frequency	Percent
Once	15	27.6
Twice	28	50.5
Thrice	10	18.1
Four times	2	3.8
Total	55	100.0

Source: Field data, 2010

Responses from the group discussants was not different, even the PTA executives could not put their finger on the number of times they were required to hold general meetings in an academic year. Both male and female group discussants indicated that parents, usually fathers or other male relatives in particular, participated in these general meeting which they claimed were organized at least once in a year. Aside the general meetings, emergency meetings were also organized to address urgent issues concerning the smooth running of the school and important messages from the District education office.

The group discussants also revealed that there exists another type of meeting initiated by mostly teachers in most cases to confer misbehaviors, and occasionally to discuss irregular attendance or academic performance of pupils. As one mother explained "when students disturb classes, teachers call us and we discuss, because this is also of concern to families"



Table 12 Level of attendance to PTA General Meetings

Level of Attendance	Frequency	Percent
Low (Below 49%)	9	17.1
Average (50-59%)	26	46.7
Good (60-69%)	18	33.3
Very good 70%	2	2.9
Total	55	100.0

Source: Field data, 2010

With regards to attendance at PTA General Meetings, the summarized data on table 12 shows that 46.7 per cent of respondents to the questionnaire (i.e. school system) indicated that attendance at general meetings is always Average (50-59%). Only 17.1 per cent of respondents indicated that attendance at general meetings is Low (Below 49%). Reasons put forward for the average attendance of parents and guardians at general meetings include; inappropriate time for meetings, unnecessary delays over issues at meetings and 'hijacking' of meetings by a few individuals making other peoples' contributions irrelevant. This finding agree with Pryor and Ampiah (2003a) when they reported that parents did not participate partly because they felt that the structures through which they were supposed to assume some control did not really include them in any meaningful way. There were opportunities for them to give voice to their ideas, but nobody appeared to be listening (Pryor and Ampiah, 2003a).

4.3.4.1 Matters discussed at PTA meetings

Respondents to the questionnaire outlined some of the issues discussed at these PTA meetings to include; maintenance of school blocks, discipline and welfare of both teachers and pupils, pupil's academic issues, pupil's absenteeism, inadequate number of teachers, use of capitation grant, support for teacher trainees and teachers'



Other issues cited by groups of discussants apart already stated include; Promotion and repetition of pupils, securing school land, relationship between school and community, provision of electricity to school, teenage pregnancy and engaging the services of watchmen.

The survey then sought the opinions of respondents on the seriousness with which the issues were discussed at PTA meetings. A four-point Likert response format (1-strongly discussed, 2-discussed, 3-less discussed, and 4-not discussed) was used. As pointed out by Anderson and Bourke (2000), even numbers of response categories tend to produce better scale reliability when compared with odd number ones. Though other researchers contend, however, that odd number of response categories offer wider choices to respondents (Gamage and Anthonio, 2006). The summary of responses is presented on table 13.

Table 13 Seriousness with which issues were discussed at general meetings

Description of issues	Indicator	Frequency	Percent
Teachers Accommodation	Strongly Discussed	27	48.6
	Discussed	7	13.3
	Less Discussed	8	14.3
	Not Discussed	13	23.8
Teachers Absenteeism	Strongly Discussed	20	36.2
	Discussed	12	21.9
	Less Discussed	8	14.3
	Not Discussed	15	27.6
Pupils' Absenteeism	Strongly Discussed	31	56.2
	Discussed	9	17.1
	Less Discussed	15	26.7
	Not Discussed	0	0.0





Increasing Classroom and furniture numbers	Strongly Discussed	25	44.8
	Discussed	14	25.7
	Less Discussed	10	18.1
	Not Discussed	6	11.4
Acquisition of Textbooks	Strongly Discussed	11	20.0
	Discussed	6	10.5
	Less Discussed	12	21.9
	Not Discussed	26	47.6
Provision of Computers	Strongly Discussed	15	27.6
	Discussed	14	25.7
	Less Discussed	11	19.0
	Not Discussed	15	27.6
Maintenance of Discipline	Strongly Discussed	27	50.5
	Discussed	14	24.8
	Less Discussed	12	21.0
	Not Discussed	2	3.8
Provision of Teaching and Learning Materials	Strongly Discussed	12	21.0
	Discussed	17	31.4
	Less Discussed	12	22.9
	Not Discussed	14	24.8
Pupils' Academic performance	Strongly Discussed	29	52.4
	Discussed	25	44.8
	Less Discussed	2	1.9
	Not Discussed	0	0.0
Enrolment Drive	Strongly Discussed	25	44.8
	Discussed	11	20.0
	Less Discussed	6	11.4
	Not Discussed	13	23.8

Source: Field Data, 2010.



The responses show a varied degree of seriousness as presented on table 13. Taking the issues one after the other, respondents indicated that issues on Teachers accommodation were strongly discussed by 48.6 percent of PTAs but 13.3 percent did not discuss it at all because the teachers were well accommodated; 36.2 percent strongly discussed Teachers absenteeism because the teachers frequently absented themselves; 56.2 strongly discussed Pupils' Absenteeism because it was a pressing challenge; 44.8 percent strongly discussed issues pertaining to Classroom and furniture whilst 52.4 percent strongly discussed issues pertaining to Pupils' Academic performance because their academic performance over the years was not satisfactory. Commenting on the relationship between teacher absenteeism and pupils' absenteeism, Lockheed and Vespoor (1991: 101) cited Jimenez and Sawada (1999) indicated that "teacher absenteeism and tardiness are prevalent in many developing countries . . . absenteeism is especially acute in rural areas. Students obviously cannot learn from a teacher who is not present, and absenteeism among teachers encourages similar behavior among students". The World Bank (1997) adds that although excuses were sometimes legitimate, such as sickness, more often teachers were simply derelict. When teachers were absent, classes were usually canceled, since there was no tradition of using substitute teachers. This finding is inconsistent with that of Patrinos and Kagia (2007) cited in World Bank (2007) that in a number of diverse countries, such as Papua New Guinea, India, and Nicaragua, parental participation in school management has reduced teacher absenteeism.

At the group discussion level parents more or less rated the issues in the same way as the respondents who answered the questionnaire. The rating segment of the discussions were always dominated by those parents who attended meetings regularly. Discussants cited instances where debates on certain issues went back and forth. For example, on issues pertaining to pupils' absenteeism and their academic performance, a parent said "we are very much interested in educating our children; I will not encourage my child to follow me to the farm or do any activity on a schooling day that will prevent him or her from attending school".



On attendance of teachers to school, another discussant said "they do not want to stay in the community because there was no electricity; instead they travel in from the neighboring communities. This makes them late or irregular". The result is similar to the finding by Hedges (2002) in which teacher attendance was also a problem. Their absence particularly on Mondays and Fridays was endemic in Ghana. Fobih et al (1999) added that pupils in rural schools could expect their teachers to be present in school on an average of only three days each week.

4.3.5 Issues implemented by PTA

Respondents from both the school and the community systems indicated that issues implemented depended on a number of conditions: the urgency of the issue at stake, resources availability, its contribution to improved standards and ultimately whether it is within its domain. However, they identified the following as being the most implemented;

- i) Pupils academic issues
- ii) Pupils absenteeism
- ii) Discipline and welfare of both teachers and pupils and
- iv) Provision of accommodation for teachers.

4.3.6 Sources of Resources for PTAs

It was observed that apart from the obvious different level of activity by the various PTAs, their ability to mobilize the required resources to implement identified issues was also a very tall order. Respondents, especially the head teachers, and the PTA executives noted that most parents do not readily honor the contribution agreed on especially when it was reduced to cash. Levies in the form of cash was their main source of funding as shown on Table 14.

Table 14 Sources of Resources for PTAs

Description	Frequency	Percent
Levies	27	48.6
Communal Labor	12	21.0
Sale of food stuffs contributed during the harvest season	3	4.8
Appeals to individuals and philanthropists	2	3.8
Assistance from District Assembly	5	10.4
Assistance from Non-Governmental Organization	6	11.4
Total	55	100.0

Source: Field Data, 2010.

Table 14 shows that PTAs in the district rely heavily on levies on their members to finance most of their activities, and that accounts for 48.6 percent. Contribution in terms of labor was next with 21.0 percent. Resources from other sources can be described as complementary as can be deduced from table 14. The first three sources of resources for the PTA as depicted on table 14 gives credence to the finding in Bhutan by Bary (1996: 497). It suggested that "although in most contexts financing implies provision of direct monetary contributions, much community support for education was in non-monetary form. Land, labor and materials have costs associated with their provision, and would have to be purchased if they were not provided directly".

Even though levies on parents was the biggest and most reliable source of resources for the operations of the PTA, group discussants complained of the strain the contributions (cash or kind) have on their meager resources. They contend that issues of contributions were 'hijacked' by a few individuals who could readily afford. This result is similar to Bray's (1996) when he found out that village committees were sometimes dominated by the upper and middle classes, and were not always sensitive to the needs of the poor. Muya et al. (1995: 28) also reported that in Kenya many parents feel exploited by the school



committees, which were considered demanding and unsympathetic in the burdens which they impose. Likewise, Opolot (1994: 113) noted in Uganda that in some community's two categories of parents could be identified: those who advocated increases in parental contributions and always "won", and the generally poorer parents who were against what they perceived to be unfair increases in contributions.

The growing stress as was discovered could have serious implications for the survival of the partnership in terms of inputs and infrastructure and creating a conducive atmosphere for quality teaching and learning at basic education level on a sustainable basis. Regardless of the problems related to cash contributions, some discussants credited parental monetary contributions with helping to build a sense of community ownership of schools. This feeling of ownership was most often stated clearly in relation to schools with very active PTAs.

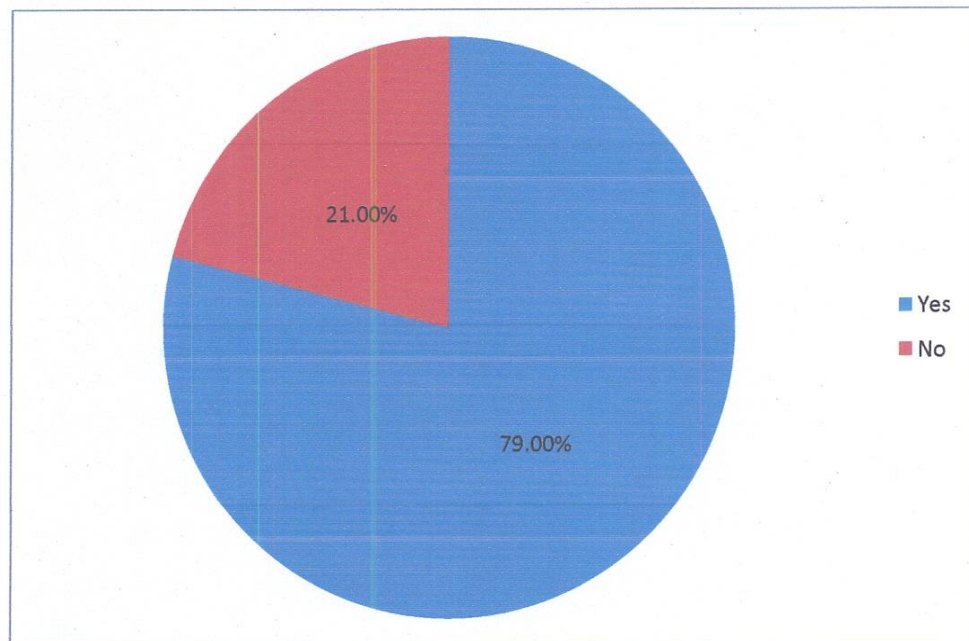
4.3.7 Proper Utilization of resources generated

On the utilization of the funds generated, 79 per cent of respondents to the questionnaires indicated that indeed the resources mobilized were put to their intended use. The rest of the respondents responded to the contrary. Figure 4 displays the summary of the results.





Figure 4 Proper utilization of resources generated



Source: Field Data, 2010

Reasons adduced by those respondents who thought resources were not put to good use were; misappropriation and delay in the release of funds for intended activities which eventually led to increased cost of projects. Views from the group discussants corroborated those expressed by the other respondents.

4.3.7.1 Measures put in place to ensure proper utilization of resources generated by PTA

Respondents indicated that in order to ensure proper use of the resources generated by PTAs, a number of measures were put in place. The measures include;

- a. committee to oversee the use of resources
- b. Monitor the utilization of resources
- c. Presentation of statement of accounts at general meetings



Responses from the parents stressed that the measures they have instituted were to enhance accountability and encourage all concerned to contribute without hesitating. As Suzuki (2002) claims in her study of parental participation in Ugandan schools: Parents' perceptions of the accountability of the school affect the way they participate in education. Thus, accountability is one of the crucial factors for realizing local democracy through decentralization (Suzuki 2002:243; cited in Pryor and Ampiah, 2003a).

4.3.8 Power and Authority

Respondents expressed their opinions about the level of power and authority vested in the PTA vis-à-vis their mandate in the management of schools.

Summarized responses on Table 15 shows that, there was 'adequate' power and authority vested in the PTAs as claimed by 68.6 per cent of respondents, that is on a scale of 1-3 with 3 indicating 'too much' power. Too much power was found to be vested in the PTAs by 16.2 per cent of respondents, while the rest of the respondents (15.2 per cent) claimed that the power was 'not adequate'.

Table 15 Power and Authority vested in the PTA

Response	Frequency	Percent
Not Adequate	8	15.2
Adequate	38	68.6
Too Much	9	16.2
Total	55	100.0

Source: Field data, 2010

This finding is similar to the results of Sooksomchitra's (2004) study, in which stakeholders indicated that 'adequate' authority was vested in the school councils. Discussants at the group level concurred that the current state of the PTA and its accompanying sphere of operation as adequate. As a parent put it, "The PTA should not be involved in the classroom, that is for the head teachers and teachers; even most of us parents have never been to school".



Respondents also endorsed the current state of the association and they trust that it can deliver. Gamage and Antonio (2006) contend that trust brings about salient benefits to an organization in the form of better performance outcomes. Driscoll (1978) cited in Gamage and Antonio (2006) argue that people who have stronger trust in an organization's decision makers tend to be more satisfied with their level

4.4 Collaboration between the PTA and other stakeholders

The survey also assessed the level of collaboration between PTA and other stakeholders in school management. This is in the belief that cohesive coordinated action will be more effective than singular efforts to induce changes in the policy agenda (Sink and Stowers, 1989; El Ansari and Phillips 2001). Here, Leathard (1994) maintained that inter-agency collaboration would provide a more effective, integrated and supportive service for both users and professionals. Similarly, the partnership approach has a potential for a synergistic maximization of impact and has been advocated as a means to increase citizen participation and community ownership among under-privileged groups (Chavis and Florin, 1990; Fawcett *et al.*, 1993; El Ansari and Phillips 2001).

The three-point Likert response format (1- strong collaboration, 2-Weak collaboration, and 3- No collaboration) was appropriately adapted to suit the needs of this assessment. Table 16 displays the results.

Table 16 Level of collaboration between the PTA and other stakeholders

Stakeholder	Indicator	Frequency	Percent
Head teachers	Strong collaboration	49	88.6
	Weak collaboration	6	11.4
	No collaboration	0	0.0
Teachers	Strong collaboration	34	61.9
	Weak collaboration	17	30.5
	No collaboration	4	7.6
Assembly persons	Strong collaboration	27	47.6
	Weak collaboration	17	31.4
	No collaboration	11	21.0
District Education Oversight Committee	Strong collaboration	11	20.0
	Weak collaboration	11	20.0
	No collaboration	33	60.0
Circuit Supervisors	Strong collaboration	35	63.8
	Weak collaboration	17	30.5
	No collaboration	3	5.7
Community members	Strong collaboration	39	71.4
	Weak collaboration	16	28.6
	No collaboration	0	0.0
Non-Governmental Organization	Strong collaboration	23	41.0
	Weak collaboration	11	21.0
	No collaboration	21	38.1
School Management Committee	Strong collaboration	36	65.7
	Weak collaboration	11	21.0
	No collaboration	8	13.3

Source: Field Data, 2010.

Summarized responses on table 16 shows that there is a very strong collaboration (88.6 percent) between the PTA on one hand and the head teachers on the other. There is equally a strong collaboration (69.1 percent) between the PTA and the



teaching staff of their respective schools; Circuit Supervisor 63.8 percent; and community members 71.4 percent. However, six out of every ten respondents stated emphatically that there was no collaboration between the PTAs and the considering the role of this body (i.e. District Education Oversight committee) in facilitating community participation in the management of schools.

Responses from group discussants did not significantly vary from those summarized on Table 16.

In response to how collaboration with any of the stakeholders listed on table 16 has helped in the performance of the assigned roles of the PTA, respondents from both the school and community systems indicated the following.

Head teachers provide information on so many issues concerning their schools that make PTA members make informed decisions. Parents are informed about pupils academic performs, disciplinary issues concerning both pupils and teachers and latest information from the District Education Directorate. They also make meaningful contribution at meeting. Additionally, collaborating with head teachers make them sit up and do their duties well, because they know they will share part of the blame or praise depending on the educational outcomes.

As regards collaborating with District Assembly persons, respondents noted that they provide information and insight into plans of the District Assembly towards education. They also enhance discussions at PTA meetings, serve as the mouthpiece of the association to the District Assembly and help in community mobilization especially towards infrastructural development of the school.

On the part of teachers, participants noted that they were an important part of the system and indeed needed to be partnered to achieve the desired educational targets. Participants lauded their contributions at meetings and their readiness to lend a helping hand anytime needed.





4.4.1 Relationship between Head teachers and PTA

The study was also interested in finding out the working relationship between head teachers and the PTA as a body (though a head teacher is a 3rd Committee member of the PTA as per the SMC/PTA Handbook). This was found necessary following preliminary findings from pre-testing the data gathering tools for the study.

Table 17 Relationship between Head teachers and PTA

Response	Frequency	Percent
Very Good	5	8.6
Good	45	82.9
Poor	5	8.6
Total	55	100.0

Source: Field Data, 2010.

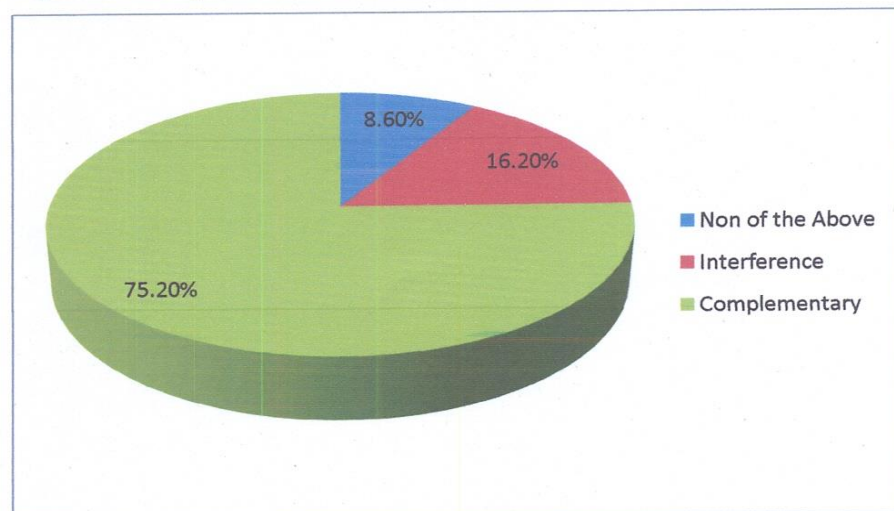
As shown on table 17, eight out of every ten respondents indicated that there was a good relationship between head teachers on one hand and the PTA on the other. However, 8.6 per cent of respondents to the questionnaire claim the relationship was either very good or poor. The good relationship was important for the achievement of their common goal of enhanced educational outcomes.

Group discussants confirmed that there was generally a good relationship between the PTA and the head teachers. A few PTA executives among the discussants however raised a number of instances where they had sour relationship because of unsatisfactory explanations to some pertinent issues including the use to which the Capitation Grant was put. The other issue had to do with who took ultimate responsibility for the poor performance of pupils at the BECE.

4.4.2 perceptions of Head teachers on the roles of the PTA

Yet again it was important to find out from respondents from the school system how head teachers perceived the PTA as a stakeholder in the pursuit of better educational outcomes. The results as depicted by figure 5 shows that 75.2 per cent of respondents indicated that head teachers perceived the PTA and its roles of as complementary, whilst 16.2 percent claimed that head teachers saw the PTA as a body that interferes with their power and authority.

Figure 5 Perceptions of Headteachers on the roles of the PTA



Source: Field Data, 2010.

The results suggest that head teachers were willing to acknowledge and collaborate with other stakeholders in the pursuit of better learning outcomes. Considering the backdrop that school heads possess high levels of power and authority under existing laws and guidelines, this finding implies that the school heads were comfortable with the roles of the PTA in the management of schools. However, this trend contradicts Parish and Aquila (1996) who pointed out that empowering the formerly powerless is difficult because everyone wished to be in control.



4.5 Effectiveness or otherwise of the PTAs in the discharge of their roles in school management.

This section examined some performance indicators of education in the district in particular visa vis the mandate PTA in that respect.

4.5.1 Improving the quality of teaching and learning

Respondents from both the school and community systems outlined some of the measures put in place by the PTA that has improved or to improve quality of instruction and examination outcomes. The measures include; peaceful environment for teaching and learning, extra classes for J.H.S 3 students, 'exam fees' for typing and printing of exam questions for pupils, provision of accommodation for pupils at examination centers, payment of fees for pupils to take part in mock examinations organized by private examination bodies, solicit for many trained teachers , regular visit to school, provision of accommodation for teachers, reward deserving students- academic and discipline and acquisition of computers for the school's I CT lessons.

After the list of measures mentioned, opinions of respondents were sought on the influence of measures on teaching and learning. The results are displayed on table 18.

Table 18 Influence of the measure taken by PTA on teaching and learning

Response	Frequency	Percent
It has made no difference	3	5.7
It is significant	15	27.6
It has improved a little	24	43.8
It has improved significantly	12	22.9
Total	55	100.0

Source: Field data, 2010





Table 18 shows the influence of the measures put in by the PTA on the teaching and learning situation in the school as perceived by the respondents. The results suggest that 22.9 percent acknowledged that teaching and learning had improved significantly; 43.8 percent claimed that it had improved a little; whereas only 5.7 per cent felt that no difference had been made in the teaching and learning situation. This suggests that the PTAs influence varied from significant to little. Indeed, more than half of the respondents to the questionnaire recognized that the PTAs' efforts contributed to the improvements in teaching and learning. The views of the respondents however run contrary to the district's consistent decline in the Computer School Selection and Placement System (CSSPS) where the total number of pupils' placed into senior high school was 68.73 in 2007, 65.06 in 2008 and 63.06 in 2000 (Ghana Education Service, Wa, 2009)

The views from the FQDs were equally mixed with no clear cut position on the issue. It was gathered that their judgment on the success or other wise of the performance of the PTA was based on the number of pupils who were successful in the BECE and proceeded to Senior High Schools. A parent summarized the frustration of a group as 'we cannot even tell whether the involvement of parents in the running of schools is making an impact, what we only experience is our children ending their education at the JHS and joining us on our farms'.

Generally, group discussants were concerned about their children being able to speak, read and write English, and above all, to achieve success in the final examinations. This result is similar to Pryor and Ampiah (2003a: 10) when they quoted a parent saying that "For it is this that will enable them to go and acquire sufficient education to put them in a well-paid urban job or, even better, in the sort of overseas post that will enable them to support many of their family". This is buttressed by evidence that Parents, teachers and students all regard admission to senior high school as the sole criterion of whether an individual's schooling was worthwhile (Serpell, 1999; in Pryor and Ampiah, 2003a). From an ideological perspective, Morley alid Rassool, (1999) stated that schools are cast in the same

mold as social organizations where success is judged by results and outcomes and nothing else.

4.5.2 Enrolment and retention

All respondents to the various data collection tools used indicated that by their estimation enrolment and retention levels in their' schools had improved significantly. They attributed this feat to the growing awareness of the benefits of education by parents, policies put in place by the government like Capitation Grant and the free Compulsory Universal Basic Education, and their own efforts. Participants cited initiatives by the PTA that have contributed to increased enrolment and retention to include; community sensitization on the benefits of education, provision of supplementary feeding for pupils in the lower primary grades, close monitoring of pupils' attendance to school and collaborating with teachers to enforce discipline. The assertion that enrolment had increased significantly was corroborated by data on primary (Public and Private) enrolment figures from the District Education Directorate; 2004/2005 academic year 15,547; 2005/2006 academic year 16,941; 2006/2007 academic year 17,330 and 2007/2008 academic year 17,808.

4.5.3 Challenges of this PTA

The respondents indicated that for the PTA to chalk remarkable success in their activities the following challenges will have to be addressed.

- a. Inadequate knowledge on the duties of the PTA
- b. Irregular sources of funds to execute their projects
- c. Parents' reluctance to pay levies in good time
- d. Noncooperation of some parents and guardians
- e. Neglect of family responsibility
- f. Delay in calling for meetings even when there was the need
- g. Failure to present financial reports in most cases.





4.5.4 Suggestions for improvement

Respondents came out with the following suggestions;

- a) Adequate training for PTA executives and members
- b) Strong collaboration among members and other stakeholders
- c) Set achievable targets
- d) Sensitize parents and community members on their roles in the management of schools
- e) Penalty for parents who delay in the payment of levies

4.5.5 Overall performance of the PTA in school management

Here, respondent's overall opinion on the functioning of the PTA in the performance of its assigned roles was sought. This was important to at least find out respondents' rating of the association per their roles. Table 19 displays the summary of results.

Table 19 Overall functioning of the PTA

Response	Frequency	Percent
No Response	5	8.6
Unsatisfactory	6	11.4
Poor	9	17.1
Good	16	28.6
Very Good	12	21.0
Excellent	7	13.3
Total	55	100.0

Source: Field data, 2010

The summary of responses on table 19 shows that a total of 62.8 per cent of respondents to the questionnaire indicated that PTA as a stakeholder in school management has functioned creditably. They were however divided on the type of rating to give. For instance, 13.3 per cent indicated that the PTA has functioned

excellently; 21.0 per cent rated the performance as very good; 28.6 per cent rated the performance as good. Despite the general good rating by the respondents to the questionnaire, 17.1 per cent felt the PTA had done poorly; 11.4 per cent rated the performance as unsatisfactory and vet 8.6 per cent of them were totally undecided

It is important to state that responses from the group discussants were slightly different from those captured on table 19 since majority of them felt the PTA had performed below their expectation. Discussants again mention their children's inability to proceed to the second cycle level as their major yardstick



CHAPTER FIVE

Summary of findings, Conclusions and Recommendations

5.1 Introduction

Majority of respondents to the questionnaire were between the ages of 30 and 49. This group accounted for the total of 67 per cent.

In terms of sex of respondents, the male respondents to the questionnaire far outweighed that of the females. The females constituted only nine per cent. The male respondents dominated in all the age groups. The male dominance could be attributed to the fact that many females have not risen to the position of head teacher or circuit supervisor.

With respect to educational status, more than half (51 per cent) of the respondents to the questionnaire had a first degree as their highest level of education. This group is closely followed by those with Diploma in Basic Education as their highest educational level. It is worth noting that all the female respondents to the questionnaire had Diploma in Basic Education as their least level of education. At the group level it was observed that more than 50 per cent of the parents had been to school.

5.2 Perceptions of Community participation in School Management

Although civil society organizations, governments, donor agencies and NGOs used the term "community participation" to imply local engagement that benefits schooling access and quality, the description in practice is more complex. When comparing the empirical evidence from the respondents to the conceptual background for community participation, it can be concluded that participation is multifaceted.

Participation in school management is in various modes, and varies widely according to both the domain and the extent of participation, besides who in the community is engaged. It ranged from visits to schools to monetary contribution. Contribution in cash, labour and materials is the main mode of community





participation apart from their children they enroll in school. Parents recognized that school need financial resources, and they support the to the best of their abilities. They are often required to "Make cash payments to the school in order to cover operational supplies and infrastructure improvements, and occasionally to provide allowances for volunteer teachers and other personnel. It is worth noting that, the willingness of parents and community members to contribute in kind was significantly greater than that for the cash contribution. And that while everybody in the community did participate, it was incumbent on parents and guardian of children currently enrolled in school to participate in their wards schooling. Similarly issues on contribution start on voluntary basis but ended up being compulsory for all community members because of the social sanctions attached.

With regards to the extent of parental, it was established that they were just involved (showing a laissez-faire attitude to happenings in the school). Their involvement was deemed as good.

5.3 Activities of PTA in school management

Membership of the PTA is mostly centered on parents and guardians; however, any person with interest in schooling could be part. Contributions either in cash or kind in some communities where basic schools were located in some cases was compulsory. This is because of the social sanctions attached.

In terms of training for executives of the PTA as regards their roles, only 56.4 per cent were trained even though their training was a requirement for their operation. Interestingly, the number of executives trained ranged from one and five individuals in the sample schools.

More than half of the PTAs in the district hold general meetings twice within an academic year instead of the recommended thrice. Attendance to these meetings was generally average (50-59%). There was yet another type of meeting initiated by mostly teachers to confer about misbehaviors and occasionally to discuss irregular attendance or academic performance of pupils.



Issues discussed at the general meetings ranged from maintenance of school infrastructure to engaging watchmen. Issues concerning discipline on the part of both teachers and pupils and the academic performance of pupils were seriously discussed and implemented.

PTAs rely heavily on levies and dues, and communal labour as sources of resources for the implementation of their projects. These resources were raised against the backdrop that they put a lot of strain on the meager resources of parents and guardians. This strain could have serious implications for the survival of the partnership, particularly in terms of infrastructure provision and creating a conducive atmosphere for quality teaching and learning on a sustainable basis. A number of measures were put in place to curb abuse of the resources generated. These included monitoring and publicizing their statement of accounts.

5.4 Collaboration of the PTA with other stakeholders

There was a strong collaboration between the PTA and head teachers, teachers, Circuit Supervisors and the SMC. However, there was poor collaboration between the PTA and the District Education Oversight Committee (DEOC). The DEOC is supposed to among other functions; see to effective teaching and learning, inspect school projects, monitor work of teachers and see to the provision of school infrastructure (buildings and furniture). Clearly, there is the need to raise the level of collaboration if the right outcomes are to be achieved.

On the part of the head teachers, the roles played by the PTA is complementary, hence the collaboration. Collaboration between the PTA and other stakeholders resulted in better decision making, enhanced discipline of both teachers and pupils and timely information from the district education directorate.

5.5 Effectiveness of the PTAs in school management

The PTAs have taken a number of initiatives to improve upon the quality of teaching and learning in the various schools. Among the measures in place were; extra classes especially for the Junior High School three pupils, peaceful environment for teaching and learning, and printing of examination questions to



give pupils a feel of what pertains at the BECE. Notwithstanding the strategies, the performance of pupils in the Basic Education Certificate Examination which is the main reasons of their participation has been nothing to write home about. There has been a consistent decline in the Computer School Selection and Placement System (CSSPS) where the total number of pupils' placed into Senior High Schools was 68.73 in 2007, 65.06 in 2008 and 63.06 in 2009 (Ghana Education Service, Wa, 2009)

Nonetheless, from the perspective of the respondents, there has been little improvement in teaching and learning partly due to the activity of the PTA. Enrolment figures have increased significantly over the past four years because of the growing awareness of the importance of education, government policies and efforts by the PTA. Indeed, the overall rating of the PTA in the district was mixed, though a total of 62.8 per cent of respondents to the questionnaires think they (PTAs) have performed creditably.

5.6 Thesis conclusion

Community participation in education is far more complex than the catch phrase alone typically suggests. Modes of participation can vary widely according to both the domain and the extent of participation, as well as in terms of who in the community is engaged.

Community participation ranged from visits to schools to monetary contribution. Contribution in cash, labour and materials is the main mode of participation apart from the children being enrolled in school. The resources so contributed supplement the cost of providing education by government while giving parents and community members a sense of ownership of the school.

Also, while everybody in the community did participate, it was incumbent on parents and guardian of children currently enrolled in school to participate in the management of schools.



Community participation in education through the PTA has been embraced in all the basic schools in the district, hence their formation. Membership of the association is mostly centered on parents and guardians; however, any person with interest in schooling could be part. It was gathered that the PTAs within the district were operating within their assigned roles, but the number of trained executives was 56.4 per cent. In each PTA, the number of trained executive varied from one to five. Hence, PTAs found it difficult to execute their roles of creating a conducive atmosphere for teaching and learning and enhancing educational outcomes. This difficulty also manifested in average attendance to general meetings, delayed payments of levies, noncooperation of most of the members, inability to complete on-going projects.

In spite of this, PTAs have Collaborated strongly with other stakeholders like the head teachers, Circuit Supervisors, SMC and the community to provide some infrastructure, computers, furniture, electricity, instituted extra classes and contributed to increased enrolment.

In the face of the mixed fortunes, and the fact that the BECE and the CSSPS have not improved over the last three years, there is clear indication that community participation through the PTA still has a long way to go.

5.7 Revisiting Research questions and objectives.

The main research objective of the study is to assess the perceptions of community participation in school management. The result indicates that although civil society organization, governments, donor agencies and NGOs uses the term "community participation" to imply local engagement that benefits schooling access and quality, the description in practice is more complex.

Participation in school management is in various modes, and varies widely according to both the domain and the extent of participation, besides who in the community is engaged. It ranged from visits to schools to monetary contribution. Contribution in cash, labour and materials is the main mode of community participation apart from their children being enrolled in schools. Community

members are often required to make cash payments to the school in order to cover operational supplies and infrastructure improvements, and occasionally to provide allowance for volunteer teachers. The willingness of parents and community members to contribute in kind was significantly greater than that for the cash contribution. While everybody in the community did participate, it was incumbent on parents and guardians of children currently enrolled in school to participate in the management of schools. Similarly, issues on contribution start on voluntary basis but ended up being compulsory for all community members because of the social sanctions attached.

With regards to the extent of parental and community involvement, it was established that community member and parents were just involved, and their involvement was deemed as good.

Examining the first specific objective, it was realized that inasmuch as PTAs had undertaken a host of actives that benefited their respective schools: construction of classroom blocks, procured computers for Information and Communication Technology lessons and tackled issues of discipline of pupils and teachers, they (PTAs) could have done better if at least more than half of the executive in each PTA were trained on their specific roles in school management. Even though the current small numbers of trained executives had done their best, they were yet to achieve very good attendance to general meetings on a consistent basis, take complete control of meetings to avoid dominance of a few people over the rest, encourage parents to pay their levies timely and collaborate strongly with the other stakeholders.

The second specific objective was to examine the level of collaboration between the PTA and other stakeholders in school management. The study found that, the PTA had strong collaboration with their communities, circuit supervisors, teachers, the SMC and the respective head teachers except in very few cases. Strangely though, their (PTAs) collaboration with the DEOC was weak.





The third objective was to assess how effective or otherwise the PTA had been in the discharge of its management role. The results show that PTAs had undertaken a good number of strategies to ultimately enhance pupils' educational outcomes. However, the performance of pupils in the Basic Education Certificate Examination did not correlate with the strategies they (PTA) claimed they had put in place. This is against the perception that; pupils were successful only when they advanced to the Senior High School.

The fourth objective was to assess the Effectiveness or otherwise of the PTAs in the discharge of their roles in school management. From the perspective of the respondents, there has been little improvement in teaching and learning even though it is yet to reflect in the BECE and the CSSPS. There has been a consistent decline in the CSSPS where the total number of pupils' placed into Senior High Schools declined from 68.73 in 2007 to 65.06 in 2008 and 63.06 in 2009 (Ghana Education Service, Wa, 2009)

Enrolment figures have increased significantly over the past four years because of the growing awareness of the importance of education, government policies and efforts by the PTA. Indeed, the overall rating of the PTA in the district was mixed, though a total of 62.8 per cent of respondents thought they (PTAs) had performed creditably.

5.8 Recommendations

Based on the findings, the following recommendations are proposed as steps towards increased efficiency and relevance of PTAs in the development of formal education in the Nadowli District in particular.

Education of parents should be intensified. There should be education on the relevance of formal education especially in this age of information technology. It should focus on the need to educate their wards to the highest level of their abilities.



PTA executives should take pragmatic measures on whipping up the interest of dormant members. Encouragement should also be given to those parents who have their ward(s) in die schools and have not enrolled as members to do so. They should be educated on the relevance of the organizations and the need to contribute to a worthy course.

To be able to perform effectively and efficiently, training should be organized for the rest of the PTA executives who are still untrained in school management. Refresher courses should also be organized once in two years to enable them remain focused on their functions, roles and responsibilities.

Had working executives and members should be motivated either in cash or kind. They could be exempted from paying some levies, for instance.

To solve the persistent financial constraints of the association, though funds are raised from parents, the associations could make itself more attractive to NGOs, donors and philanthropists to attract the much needed resources.

PTAs should forge stronger relationship with the other stakeholders in school management to induce the much needed quality in educational outcomes and change in the policy agenda of education. This is in the belief that cohesive coordinated action will be more effective than singular efforts.

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APPENDIX I

UNIVERSITY FOR DEVELOPMENT STUDIES

GRADUATE SCHOOL, WA CAMPUS.

MPHIL IN DEVELOPMENT MANAGEMENT

***Community Participation in School Management: An Assessment of Parent
Teacher Associations in the Nadowli District***

Semi- Structured Questionnaire for Head teachers and Circuit Supervisors

1.0 General Information

- 1.1 Name of School.....
- 1.2 Community.....
- 1.3 Circuit.....

2.0 Socio-Demographic Characteristics

- 2.1 Age Range of Respondents 01= 20-29 02= 30-39 03= 40-49 04= 50-59
- 2.2 Sex: 01= Male 02= Female
- 2.3 Level of Education or
training.....
- 2.4 How long have you been put in charge of the management of this school?

**3.0 Community Perceptions of Community Participation in School
Management**

- 3.1 Do you think parents are in any way involved in school management?
01=Yes 02=No
If yes, how
-
-
-





3.2 To what extent are the parents involved in the management of this school?
(Indicated as 01=strongly involved; 02=Involved; 03=Not involved at all)

3.3 In your opinion, appraise their involvement?

(Appraise as; 01=Very good; 02=Good; 03=Dad)

What are your reasons?

.....

.....

.....

3.4 What mechanisms are put in place for stakeholder participation?

.....

.....

.....

PART A

4.0 Formation and Composition

4.1 Does this school have a PTA?

01= Yes 02= No

4.2 When was the PTA formed?

4.3 Who is qualified to be a member?

01= Parent/Guardian 02= Member of School-community 03= Any concerned person

4.4 How often do they hold meetings?.....

What are some of the issues they discuss at them? meeting?

.....

.....



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

5.0 Building Trust in the Community

5.1 What is the relationship between you and the PTA?

- 01= Very Good []
- 02= Good []
- 03= Poor []
- 04= Very Poor []

(Please tick the appropriate response)

5.2 How do you perceive the roles of the PTA as stakeholders in the management of the school?

- 01= Complementary []
- 02= Interference []
- 03= None of the above []

(Please tick the appropriate response)

5.3 How does the PTA mobilize resources to finance their activities?.....

.....
.....

5.4 From which source(s) does the PTA mobilize these resources?

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



5.5 What does the PTA use resources they generate for?.....

01=.....

02=.....

03=.....

04=.....

05=.....

5.6 What is your opinion on the power and authority vested in the PTA?

01= Not Adequate 02= Adequate 03= Too Much

Effectives of the PTA

6.1 What has the PTA done to improve the quality of instruction in this school in the past three years?

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

6.2 What measures has the PTA put in place to improve/that has improved outcomes of examination/test (e.g. BECE)?.....

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

6.3 Rate the influence the PTA on teaching and learning?

01= It has deteriorated; 02= It has made no difference; 03= It is significant; 04= It has improved; 05= It has improved significantly



6.4 What has the PTA done to ensure to increase/that has increased enrolment?

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

6.5 What has the PTA done to ensure retention of pupils in school?

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

6.6 Does the PTA assist in career guidance of pupils?

01=Yes 02=No

If yes, how?.....

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

6.7 What has the PTA done for the school for the past one year?

01=.....

02=.....

03=.....

04=.....

05=.....

6.8 What problems confront the PTA in the performance of its duties in this school?

01=.....

02=.....

03=.....

04=.....

05=.....



6.9 How can these problems be solved?

01=

02=

03=

04=

05=

Overall Functioning of the PTA

In your opinion, appraise the overall functioning of the PTA

(Appraise as; 01= Unsatisfactory; 02= Poor; 03= Good; 04= Very Good; 05= Excellent)

Recommendations

What recommendation(s) will you make to ensure quality educational delivery in the community and in Ghana as a whole

.....

.....

.....

.....

.....

.....

.....

Thank you for responding.

APPENDIX II

UNIVERSITY FOR DEVELOPMENT STUDIES

GRADUATE SCHOOL, WA CAMPUS.

MPHIL IN DEVELOPMENT MANAGEMENT

*Community Participation in School Management: An Assessment of Parent
Teacher Associations in the Nadowli District*

Interview Guide for DEOC

**1.0 Community Perceptions of Community Participation in School
Management**

Do you think parents are in any way involved in school management?

How are they involved and what are the areas they are involved?

To what extent are the parents involved in the management of this school?

In your opinion, appraise their involvement?

What are your reasons?

PART A

2.0 Formation and Composition

Who is qualified to be a member of the PTA?

How often do they hold?

meetings?

What are some of the issues they discuss at their meeting?

3.0 Building Trust in the Community

What is the relationship between you and the PTA?

How do head teachers perceive the roles of the PTA as stakeholders in the
management of the school?

How does the PTA mobilize resources to finance their activities?

What does the PTA use resources they generate for?



What is your opinion on the power and authority vested in the PTA?

4.0 Improving the quality of Teaching and Learning

What has the PTA done to improve the quality of instruction in this school in the past three years?

What measures has the PTA put in place to improve/that has improved outcomes of examination/test (e.g. BECE)?

Rate the influence the PTA on teaching and learning?

What has the PTA done to ensure to increase/that has increased enrolment?

What has the PTA done to ensure retention of pupils in school?

What has the PTA done for the school for the past one year?

What problems confront the PTA in the performance of its duties in this school?

How can these problems be solved?

Overall Functioning of the PTA

In your opinion, appraise the overall functioning of the PTA

Recommendations

What recommendation(s) will you make to ensure quality educational delivery in the community and in Ghana as a whole?

Thank you for responding.



APPENDIX III
UNIVERSITY FOR DEVELOPMENT STUDIES
MPHIL IN DEVELOPMENT MANAGEMENT

*Community Participation in School Management: An Assessment of Parent
Teacher Associations in the Nadowli District*

Focus Group Discussion Guide

**3.0 Community Perceptions of Community Participation in School
Management**

Find out whether the communities in which schools are found in any way participate in their management.

Probe into the various opinions about the community's participation in school management

Solicit group's criticisms and appraisals of community's participation in school management.

Explore group's suggestions for ways of improving community's participation in school management

Find out group's opinions about the roles played by the PTAs and SMCs in the management of schools.

Explore group's opinions about the type of support they think the PTAs and SMCs get that enhance their performance in management of schools.

Solicit group's criticisms and appraisals of the roles played by the PTAs and SMCs in the management.

Explore group's fears, hopes and aspirations about the involvement of the PTAs and SMCs in the management of schools.

Solicit focus groups recommendation for enhancing the performance of the PTAs and SMCs in their management roles.

Thank you for responding.



