

**ASSESSING COMMUNITY PARTICIPATION IN PROMOTING
BASIC EDUCATION AT THE AKORLEY D/A BASIC SCHOOL
IN THE YILO KROBO MUNICIPALITY, EASTERN REGION,
GHANA**

by

**REINARH PENIEL TEYE (B.A SOCIOLOGY AND HISTORY HONS.)
(PG 4140410)**

**A Thesis submitted to the Institute Of Distance Learning, Kwame
Nkrumah University of Science and Technology in partial fulfillment of
the requirements for the degree of**

**COMMONWEALTH EXECUTIVE MASTER OF BUSINESS
ADMINISTRATION**

SEPTEMBER, 2012

DECLARATION

I hereby declare that this submission is my own work towards the Commonwealth Executive Master of Business Administration and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

KNUST

PENIEL TEYE REINARH (PG 4140410) 19TH SEPTEMBER, 2012

Student

Signature

Date

Certified by:

MR. ERNEST FIANKO QUARTEY 19TH SEPTEMBER, 2012

Supervisor

Signature

Date

Certified by:

PROF. I. K. DONTWI

Dean, IDL

Signature

Date

ABSTRACT

This research examines community contribution in promoting basic education at the Akorley D/A basic school in the Yilo Krobo Municipality in the Eastern Region of Ghana. The specific objectives of the study were; to identify the contribution of the community towards the improvement in teaching and learning, to identify the challenges that confront the community with regards to the improvement of the school, to investigate the strategies designed to improve on the community's contribution towards teaching and learning and to recommend strategies that can be implemented to improve on the contribution of the community towards the school. The literature discusses the variables of community participation and quality basic education. Information was gathered, using two instruments, from a sample size of one hundred and sixty (160) respondents made up of fourteen (14) teachers, nine (9) SMC, nine (9) PTA executive members and one hundred and twenty eight (128) community members through purposive, convenient and stratified sampling methods. Questionnaire and Interview Guide were used to elicit information on the Akorley community's participation in promoting basic education in the school. Community participation was identified as the independent variables and promoting basic education as the dependent variable. Data obtained from each of the research instruments was then statistically analyzed using Statistical Product and Service Solution (SPSS version 16) and presented in tables, charts and percentages. The result of the study indicated that the contribution of the community towards the improvement of the school is generally low, even though some attempts have been made to improve upon teaching and learning in the school. Sharing of information is one of the important recommendations the researcher puts forward if community participation should be enhanced amongst the study population. The researcher

further recommends that the sensitization of community members on the need for education, especially girl-child education, should be done on regular basis as well as setting of awards scheme for better performing teachers, better achieving students and better performing girls in the school. This research therefore adds a new dimension to community participation and quality basic education promotion since a few similar studies had been conducted. As this research takes place in the Ghana context, it contributes to the pool of findings relating to the topic.

KNUST



DEDICATION

I dedicate this piece to my lovely wife and son, Mrs. Benedicta Reinahr and Jerome K. Reinahr.

KNUST



ACKNOWLEDGEMENT

I wish to express my outmost appreciation to the Almighty God for his divine providence, love and care, which have sustained me throughout my study in Kwame Nkrumah University of Science and Technology, Kumasi.

I am deeply grateful to my supervisor Mr. Ernest Fianko Quartey. It is through his insights and experiences, criticisms and encouragement, all of which I found very useful that the work has been in its present state.

I am highly indebted to my facilitators of Kwame Nkrumah University Science Technology, Institute of Distance Learning, Koforidua center for their tireless efforts and expert advice that have culminated to the fruitful production of this work.

Also to the following relations and colleagues, I acknowledge with thanks the enthusiastic support and encouragement I enjoyed. Mr. Alfred Narh Reinarrh – my Dad, Mrs. Augustina Reinarrh – my Mum, Mr. Patrick Bamfo-Boateng – Ghana Commercial Bank Limited, Somanya Branch, Mrs. Millicent Owusu Afriyie, Ghana Commercial Bank Limited, Somanya Branch, Mrs. Agnes Dumolga – Akwapem North Municipal Assembly, Mr. George Offori – The Hunger Project, Mr. Michael Tie – The Hunger Project, Mr. Michael Kwameh – The Hunger Project, Mr. Isaac Gyasi Ababio – The Hunger Project, Mr. Samuel Asamoah – Nifa Senior High School, and Mr. Mark Ossom – Care International.

TABLE OF CONTENT

Declaration	Page ii
Abstract	iii
Dedication	v
Acknowledgement	vi
Table of contents	vii
List of Tables	ix
List of Figures	x
 CHAPTER ONE	 1
INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the problem	2
1.3 Research Objectives	3
1.4 Research questions	3
1.5 Significance of the study	4
1.6 Scope of the study	4
1.7 Limitations of the study	5
1.8 Organization of the study	5
 CHAPTER TWO	 7
LITERATURE REVIEW	7
2.1 Basic Education Development in Ghana	7
2.2 Quality Basic Education	8
2.3 Contribution of Basic Education to Development	9
2.4 Participatory Development Approaches	16
2.4.1 Concepts of Participation	16
2.4.2 Meaning of Participation	17
2.4.3 Advantages of Participation	19
2.4.4 Participatory Mechanisms	20
2.4.5 Participatory Methodologies	22
2.4.5.1 Participatory Learning and Action (PLA)	22
2.4.5.2 Participatory Rural Appraisal (PRA)	23
2.5 The meaning of Project	24
2.5.1 The Project Cycle	25
2.5.2 Participation In Project Cycle	27
2.6 Community Participation in Educational Projects	28
2.7 Techniques of Initiating Community Participation in Education	29
2.8 Factors Influencing Community Participation in Education	30
2.9 Participatory Monitoring and Evaluation	31
2.10 Sustainable Development	33
 CHAPTER THREE	 35
METHODOLOGY	35
3.1 Introduction	35

3.2 The Study Area	35
3.3 Population	36
3.4 Sample and Sampling Techniques	36
3.5 Data Collection Procedure	38
3.6 Research Instruments	38
3.7 Research Design	39
3.8 Data Analysis	40
CHAPTER FOUR	41
ANALYSIS, DISCUSSION AND REPRESENTATION OF RESULTS	41
4.1 Introduction	41
4.2 The Contribution of the Community	41
4.3 Activities Performed by the Community to increase Participation	42
4.4 Measures Taken to Increase Girls' Participation	44
4.5 Community's Effort to Improve Leadership	46
4.6 Motivating Teachers	47
4.7 Causes of Community's Low Participation in School Activities	49
4.8 Causes of Lower Students' Participation	50
CHAPTER FIVE	56
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	56
5.0 Introduction	56
5.1 Summary	56
5.2 Conclusion	58
5.3 Recommendation	59
REFERENCES	61
APPENDIX I (MAP OF YILO KROBO MUNICIPAL)	65
APPENDIX II (QUESTIONNAIRES)	66
APPENDIX III (INTERVIEW GUIDE)	71

LIST OF TABLES

	Page
Table 3.4 Sample Size Chosen	38
Table 4.3 Activities performed by the community to increase participation	43
Table 4.4 Measures Taken to Increase Girls' Participation	44
Table 4.5 Support of the community to improve Leadership	46
Table 4.6 Activities done to motivate teachers	48
Table 4.7 Causes of community's low participation in school activities	50
Table 4.8 Causes of lower students' participation	51
Table 4.9 Facets of Participation.	52

KNUST



LIST OF FIGURES

	Page
Figure 4.2 The contribution of the community towards teaching and learning	42
Figure 4.6 Are the teachers motivated by the community	47

KNUST



CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Education is considered as a key factor in economic, political and social development of any nation. Studies show that basic education generates substantial positive benefits to the pupils themselves in particular and the society in general. Mutangadura and Lamb, (2003).

Education also enhances food security, stabilizing population growth, increasing the number of skilled human resource as well as national productivity and good governance which will ultimately lead to the overall economic growth of a country. Due to this reality, the recent rural development experts placed emphasis on "Human Resource Development Model" of development which gives attention to human capital development rather than physical development to bring about economic development. According to these experts, human resource is acquired by mental and physical ability through education, training and proper health care. The advocates of this paradigm considered this as the simplest and most important driver of economic development. Singh, (1999).

According to World Bank (2000), investing in people is becoming more important for two reasons. First, future economic growth will depend less on its natural resources which are being depleted and are subject to long run price decline, and more on its labour skills and its ability to accelerate a demographic transition. Secondly, investing in people promotes individual development and gives people the ability to escape hunger and poverty. This requires education, good health care and income security. It is without doubt that, a country, which is unable to

develop the skills and knowledge of its people and to utilize them effectively in the national economy, will be unable to develop anything else. This shows that, improving the capacity of people through education and training enables them to exploit other resources effectively and efficiently so as to end hunger and poverty through the reduction of unemployment and acceleration of economic growth. Todaro, (1994).

In view of this, Fosu-Siaw et al, (2004) stated that, many developing countries gave a lot of attention to education in general and basic education in particular. Both governments and international organizations made considerable investment in this regard.

1.2 STATEMENT OF THE PROBLEM

The problem under investigation in this study was the poor community participation in promoting basic education at Akorley D/A basic school in the Yilo Krobo Municipality in the Eastern Region of Ghana. The seemingly less community participation in the school's activities most often resulted in policy failures or in some cases poor academic performance, because government cannot do it all alone and this will require the involvement of other stakeholders such as NGOs and community members. The quality of any basic school depends largely on the kind of community participation in the school activities. The standard of education at Akorley has not been encouraging over the years due to the lack of participation of community members in promoting education at Akorley. Community members who are the parents and guardians of the pupils in the school seem not to care about anything that concerns the school. This does not augur well for the achievement of quality education in the Akorley D/A basic school.

It was against this background that the researcher deemed it necessary to examine community contribution in promoting basic education at the Akorley D/A basic school in the Yilo Krobo Municipality in the Eastern Region of Ghana.

1.3 OBJECTIVES OF THE STUDY

The general objective of the study was to examine the Akorley community's effort in improving basic education, whether the contribution was in line with the needs of the school in order to supplement the gap or not.

Hence, the specific objectives of the study were to:

- 1) Identify the contribution of the community towards the improvement in teaching and learning.
- 2) Identify the challenges that confront the community with regard to the improvement of the school.
- 3) Investigate the strategies designed to improve on the community's contribution towards the school.
- 4) Recommend strategies that can be implemented to improve on the contribution of the community towards the school.

1.4 RESEARCH QUESTIONS

Based on the aforementioned objectives of the study, the following major research questions were formulated and treated in the study.

- 1) What has been the contribution of the community towards the improvement of the school in terms of teaching and learning?

- 2) What were the challenges that confronted the community with regards to the improvement of the school?
- 3) What strategies are being adopted to improve on the community's contribution towards the school?
- 4) What strategies can be implemented to improve on the contribution of the community towards the school?

1.5 SIGNIFICANCE OF THE STUDY

In the first place, the findings of the study will be beneficial to educational authorities, policy makers and planners in making useful decision.

Secondly, it will also inform the educational authorities from Ghana Education Service (GES) office to the school level about which areas of basic education cooperation with community's need to be made.

Thirdly, based on the findings of the study, the Municipal Education Directorate of Ghana Education Service (GES), the community and other stakeholders could device mechanisms to mitigate the problems that hamper the effective implementation of projects and programs in the school and further deepen partnership among stakeholders.

Finally, the findings of the study will serve as a reference for educational planners, decision makers, and implementers as well as researchers in the area of community participation in promoting quality basic education.

1.6 THE SCOPE OF THE STUDY

Geographically, the study covered the Akorley D/A basic school which is in the Yilo Krobo Municipality in the Eastern Region of Ghana. The researcher selected the school community for three main reasons. First, in order to make the study manageable, second, it is accessible to the researcher to gather adequate information and third, the researcher is well acquainted with the happenings in the school.

1.7 LIMITATION OF THE STUDY

This study was necessarily limited in scope due to a series of resource limitations as well as practical research limitations and notable ones were:

- Financial constraints - In the course of the study, the researcher had to spend a lot of money in printing of the research work, photocopying relevant research materials, travelling and transport cost to the site to gather information.
- The reluctance of the respondents in disclosing information with the view that the information will be disclosed to the outside world and it could be used against the school and the community.
- Time limitation - In a research work like this, time is essential. Every section of this research was given a timeframe within which it was to be presented. However, the researcher had to combine the exercise with other academic activities at the same time. Again, due to the fact that the period for the research is short to allow for adequate data collection on the subject, this could affect the outcome of the work.

1.8 ORGANIZATION OF THE STUDY

The research was organized under five chapters. Chapter one concentrated on the background of the study, statement of the problem, objectives of the research, research questions, significance of the study, scope of the study and limitation of the study. The second chapter covered a review of available literature relevant to the study. The third chapter looked at the methodology which includes research design, population, sample and sampling method, research instrument, data collection and data analysis. The forth chapter was focused on the presentation and analysis of the data. The last chapter, which is Chapter five focused on the summary of findings, conclusions and recommendations of the study.

KNUST



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 BASIC EDUCATION DEVELOPMENT IN GHANA

According to United Nations Educational, Scientific and Cultural Organization (UNESCO) (2009), most countries in Sub-Saharan Africa (SSA) have been slow to realize gains in universal quality basic education enrollment rates. In the 1980s and early 1990s, the SSA region saw a decline in the basic school gross enrollment rate while all other regions saw an increase. As a result, many governments in Africa initiated programs to encourage enrollment in basic education among its people. Many of these programs aimed to increase participation in basic education by doing away with school fees. In addition, many governments decentralized basic education management shifting responsibility of education decision making into the hands of local educational authorities.

Education in Ghana has gone through numerous and substantial changes since independence. The last two decades alone have seen a series of concerted efforts on the parts of the Ghanaian government and its development partners to address educational inequity and improve overall quality. While a number of policy reforms and interventions have improved access to Ghana's

school-aged population, improving instructional quality and student achievement remain critical challenges. Heyneman (2009).

Through the Capitation Grant Scheme, Ghana embarked on a national initiative for the provision of universal basic education in 2004. This initiative sought to add value to its constitutional provision, in which free, Compulsory and Universal Basic Education (fCUBE) is mandated, and to support its educational policy known as the fCUBE, which was established as an outgrowth of this constitutional mandate. Despite the policy of fee-free tuition in basic schools as outlined by the fCUBE, many local educational authorities continued to charge students levies to attend school as a means of raising funds to cover school-related expenses. The Capitation Grant Scheme was introduced in 2004-2005 to support financially and administratively the fCUBE policy of free, universal basic education. It removed the financial barrier to enrolling in schools while, at the same time, compensated schools for any loss of revenue incurred by eliminating student levies. The Capitation Grant Scheme sought to encourage effective implementation of decentralization by empowering schools to plan and carry out school quality improvement activities using accountability guidelines and forms. UNESCO (2009).

2.2. QUALITY BASIC EDUCATION

Despite the growing concern about the quality of basic education, its clear definition is difficult due to a wide array of stakeholders and consumers along with the complexities of teaching-learning process which need to be unfolded continuously (Aspin & Chapman, 1994). Terms like effectiveness, efficiency, equity, equality and quality are often used interchangeably. Most of the people view quality of basic education as the learning outcomes of students which are the

primary concern of all stakeholders. But to achieve the desired quality the input and process should also have quality in terms of efficiency, effectiveness, excellence, and social justice. The quality basic education output can be achieved only if quality is ensured at each level of the educational process from standard setting, learning environment, teacher training, teacher-learning process, assessment and monitoring. Adams (1993).

2.3 CONTRIBUTION OF BASIC EDUCATION TO DEVELOPMENT

Although there is a debate on whether economic development played significant role for the expansion of education or education stands as the cornerstone of development, there is an agreement between the two extremists that the relation that exist between the two is “an egg and chicken,” However, those that favor the greater role of education for development outnumber those who believe economic development to come first. Therefore, investing in education and allocating considerable resource for the expansion, especially for universalizing basic education, has won the attention of both developing countries and international communities. According to Psacharopoulos and Woodhall (1985), the justification for this investment was that education is not only a basic human right, but also a basic component of social and economic development, and that properly planned investments in education pay “great economic dividends, especially in the poorest countries”.

Among the different levels of education, priority is given to basic education for various reasons. For instance, basic education was found to be important and in many cases to offer higher returns (i.e. higher productivity of educated workers) in relation to the cost of education. The World Bank study investigates that the social return to investment in education are substantial,

particularly in developing countries with a low stock of human capital. More specifically, the returns to basic education are higher relatively to highly specialized secondary education, which has very high costs in developing countries but modest benefits with respect to lifetime earnings. The private returns are considerably higher than the social returns at higher levels. Psacharopoulos and Woodhall, (1985).

To enable basic education fulfill its role in enhancing the overall development of society, different stakeholders should give all their support to improve the quality of education at this level. The stakeholders expected to be involved in the expansion of educational opportunities of children, youth and adults could be government (at both national to local level), international and local NGOs, private sector and communities etc. Among these stakeholders, key role is expected from the government both in expanding and coordinating the activities of these different stakeholders. For instance, in the aforementioned institutions the central agent for change has been the state. These States have been praised for their wise choice of intervention channels, especially their concentration in basic education. They recognized that education and work related training are the two principal, though not the only, means where by the economy's workforce acquire human capital. Therefore, they allocated less of their budget to higher education and more to basic and secondary education. World Bank in Ashiton (1999).

Supporting basic/ rural education is the core issue in poverty eradication. In support of this, in a key address at the World Summit on Sustainable Development (WSSD) the director general of Food and Agriculture Organization (FAO), Dr.Jacques Diouf, announced four priorities for the new FAO-UNESCO education for rural people initiative: i) elevate rural education in national planning agenda as the frontline of Education For All (EFA) drive, and build needed national

capacities; ii) expand access through the use of Information and Communication Technology (ICT), Non- Formal Education (NFE), and support for child nutrition; iii) improve relevant via teacher training and development of new curricula addressing rural needs... iv) forge new links between international and national advocates of change. To promote the first of these objectives, the paper first overviewed evidence justifying government and donor prioritization of rural education. UNESCO (2002).

The central purpose of basic education is twofold, according to World Bank (1990), to produce literate and numerate population and to lay the groundwork for further education. But, these objectives are not met in many developing countries for two reasons. First, they have been ineffective in teaching students the core skills contained in their national curriculum; second, they have not provided all school age children, particularly girls, with opportunity to attend schools. As a result, the problems of basic education hampered the efforts to build human capital base of development. In support of this Anderson (1992) states that: *“Education system fail in two ways: education system fails to reach some children, and they fail to teach many of the children they reach. While more children are in school now than 30 years ago, in most low income countries there are still many girls and boys who have not been reached”*. After years of this saying, despite the great attempts made to narrow the gap, there are still disparities between boys and girls, urban and rural. More than two-third of the world children who never go to school and/or who drop out before completing first cycle basic education are girls. Children who live in rural areas are often left out of education. Because, it is costly to build and supply schools in rural areas and difficult to recruit teachers who are willing to live and teach in rural areas. This problem is created not only due to shortage of teachers but also poor education management

system, which is characterized by corruption, nepotism among others especially in developing countries like Ghana. Children of poor families, especially those who need every family member to work if they are to survive frequently must forfeit education.

According to Anderson (1992), to address these shortcomings, the first priority for basic education is to make sure that all children in school actually complete the basic cycle. The Second aim is to provide all children of school going age with access to school. World Bank (1990). The Bank believes that, literate and numerate population is as important as a supportive physical infrastructure and that failure to lay a strong educational foundation will seriously impair a nation's development prospects. Hence, adequate funding of a good quality basic education system that is widely and equitably available is, therefore, a critical priority for both national budgets and external aid. To improve educational effectiveness in developing countries requires efforts on at least three fronts: enhancing the learning environment, improving the preparation and motivation of teachers and strengthening educational management, improving equitable access and quality.

Enhancing learning environment requires improving the curriculum and making it problem solving oriented and child centered. Besides, learning materials such as textbooks teacher guides should be available in adequate amount. Moreover at least the minimum level of educational equipment, buildings and furniture such as desks, chairs, blackboard and the school pedagogical center should be fulfilled with the necessary materials. In general the provision of physical facilities should be improved. Lockheed and associates (1991); Anderson (1992).

Improving the preparation and motivation of teachers is the other area that require due consideration to improve educational effectiveness. Yet, the teaching force in developing countries is neither motivated nor trained. Most prospective teachers lack adequate general academic preparation, some new and experienced teachers lack skills, and motivation and professional commitment to teaching are low. Therefore, policies and programs should be designed that aim at improving the capacity of teachers and providing incentives to strength their motivation and professional commitment such as paying adequate salary, providing non-salary benefits, improving working conditions, offering opportunities for professional advancement and incentive for good performances and strengthening supervision and support Lockheed and associates (1991).

Improving the effectiveness of educational inputs and improving the quality of teaching can improve students' achievement, but the success of such effort depends on the managerial and institutional strength of the entire education system. Ineffective organizational structures, lack of managerial competences, and poor information system are the major problems that weakened the managerial and institutional capacity. Efforts to improve these problems should focus on developing national institutions, encouraging local initiatives to improve schools, providing intermediate level support to schools, delegating authority to school managers and strengthening community involvement in education. Increasing professional opportunities and incentives, clearly defined career paths, and establishing system for assessing performance can foster managerial competence. To strengthen information system, strong information network should be developed and effective monitoring and evaluation system should be built. It is only then that sustained and high quality basic education is achieved. Lockheed and associates (1991).

The role of education in development has been recognized since the days of Plato. Plato believed that “education is indispensable to the economic health of a good society, for it makes citizens ‘reasonable men’.” Until Marshall in the 20th century declared that “the most valuable of all capital is that investment in human beings,” the major contribution to the discussion on education - economic growth relationship was made first by Adam Smith. This also paved the way to the rediscovery of the role of human capital to economic growth in the 1950s. The rediscovery created what is later described as the “human investment revolution in economic thought”. Tilak, (1989, 1994).

According to Tilak, (1994), Schultz’s “Human Investment Revolution in Economic Thought”, as is rightly known, resulted in recognition of education as a productive sector, and of expenditure on education as an “investment” producing ‘human capital,’ comparable with physical capital in production; economists had different views on the nature and causes of economic growth. At the end of 18th century, classical economists favored capital as the factor of economic growth. The Marxian economists praised labor, whereas in the 20th century Schumpeter gave great emphasis and honored entrepreneurship. At the beginning of second half of the 20th century, Schultz captured the crown by his “Human Investment Revolution Thought”.

Traditionally, human capital has been seen mainly as a factor input into the production process, alongside physical capital and land. This framework led economists to attempt to estimate the separate contribution of human capital to the growth of output the so called ‘growth accounting’ approach. Using this approach it has been found that human capital’s role in economic growth is

not large, and in some cases insignificant. But, as it is stated by Ashton et al. (1999), it is now increasingly recognized that” human capital has dynamic effects, in the level of human capital stock in an economy can affect economy’s growth rate.” In this respect, the source of this dynamic effect is partly found in the theory of technological progress i.e. advancement of knowledge and innovation, and the diffusion of new methods of production, are aided by higher level of education. Currently, much of the evidences on the role of education for development emphasis, in particular, the impact of basic and secondary school enrollments. In 1950s and 1960s, those countries with above average enrolments had greater subsequent economic success than their counterparts at the same initial level of development but with lower enrollments. Ashton et al. (1999).

Education transforms the raw human beings into productive ‘ human capital’ by including the skills required by both the traditional sector and the modern sector of the economy and makes the individuals more productive not only in the market place but also in the household. Tilak (1989). The contribution of education is not limited to only one aspect of development. Though it is not the sole driver of the wheel of development to accelerate forward, it plays the pivotal role in all aspects such as economic, social, political, and psychological development of the society.

2.4 PARTICIPATORY DEVELOPMENT APPROACHES

2.4.1 CONCEPTS OF PARTICIPATION

The notion of participation was brought into focus in the 1930s. The thought was that the more involved people were in the challenges of production, the more productive they would be. Since then, it won acceptance in United States and abroad. Claude and Zamor (1985). But the term

remained in developed and industrialized nations since its emergence coincide with the growth of education, the rise of democratic institutions and the spread of communication.

The term participation enters widely in to development discourse since 1960s and 1970s, when it grew out of the concern for meeting basic needs and reaching poorest of the poor. Currently the concept became the characteristics of a solution, academic studies and policy statements. Michener (1998); Claude and Zamor (1985). The first conference on popular participation was held in Arusha, Tanzania by Non-Governmental Organizations (NGOs) from Africa, Europe, Canada and USA, together with the United Nation' Economic Commission for Africa (UNECA) in 1990. The purpose was to call attention to the essential truth that people must be integrally involved in their own development. Long (2001); UNECA (1990).

According to Long (2001), since the Arusha conference and the conference of multilateral and bilateral donor agencies' on Agricultural and Rural Development in 1979 led by FAO, the participation of the poor and marginalized people on development initiatives intended to benefit them has been acknowledged as important in achieving sustainable development. Because, “who better than poor people themselves can understand their economic and social conditions and the problem they face and have insights that can help shape initiatives intended to benefit them?” This is true because “the goal of development should be not to develop things, but to develop man.” In relation to this to indicate the great importance of involvement of people in activities that concern their life Paulo Freire in Burkey (1993) states that: *“Attention to liberate the oppressed without their reflective participation in the act of liberation is to treat them as objects which must be saved from a burning building: it is to lead them in to the populist pitfall and*

transforming them into masses which can be manipulated". This statement illustrates that achieving genuine participation requires raising the awareness of rural poor of their own situation, of socio-economic reality around them, their real problems, the causes of these problems and what measures they themselves can take to begin changing their situation. International Fund for Agricultural Development (IFAD) (1999) also supported the above idea by saying "the ultimate goals of participation is to raise the peoples' awareness of their social and economic rights and duties, as a way of moving them from a state of dependence towards greater self-reliance and to enable them to assume an independent role in decision making."

2.4.2 MEANING OF PARTICIPATION

Depending on their objectives, situation of operation and individual insight different authorities in the area of development planning defined participation in different ways. Some consider it as involvement of the projects' beneficiaries in decision-making, implementation and evaluation. Claude and Zamor (1985).

Paul in Brohman (1996) and Bamberger (1988) defined community Participation as an active process by which beneficiaries influence the direction and execution of a development project with a view to enhancing their wellbeing in terms of income, personal growth, self-reliance or other value they cherish. However, Fenster in Brohman (1996) criticized this definition as it refers to participation that is not spontaneous or bottom-up, but is induced, coerced, or top-down. While Paul's definition focuses on the level of the individual project, community participation is an evolutionary process in which activities at project or micro-level can create the conditions for increased popular participation in planning and implementation of development programs at the local, regional or national levels. Bamberger (1988).

Gaventa and Valderrama (1999), defines participation as” the process through which stakeholders’ influence and share control over their own development initiatives, decisions and resources which affect them.” The working group organized by the Bank amended the Bank’s definition and states that “... a process through which primary stakeholders influence and share control over their own development initiatives, decisions, and resources which affect them”.

Participation could also be seen in the levels of consultation or decision making in all phases of project cycle, from need assessment, to appraisal to implementation to monitoring and evaluation. Apart from the efforts to distinguish between definitions of participation, there were several discussions as to whether participation is a means used to achieve development or as an end in itself. Participation as a means implies the use of participation to achieve some predetermined goal or objective. In the other way participation is a way of harnessing the existing physical, economic and social resources of rural people in order to achieve the objectives of development programs and projects Oakley et al. (1991). According to him, participation as a means stresses the results of participation in that the achievement of predetermined targets is more important than the act of participation. In this case participation is a “Short term exercise, the local population is mobilized, there is direct involvement in the task at hand but the participation evaporates once the task is completed. Oakley et al. (1991) describes participation as, *“a process which unfolds over time and whose purpose is to develop and strengthen the capabilities of rural people to intervene more directly in development initiatives ... participation as an end is an active and dynamic form of participation which enables rural people to play an increasing role in development activities”*. This indicates that as

an end in it self-participation should be a permanent feature of any development activity which should be an intrinsic rather than extrinsic (i.e. people should not be manipulated to participate in development activity but their awareness should be raised in to involve in the project from their own initiative).

2.4.3 ADVANTAGES OF PARTICIPATION

It is important to note that development project cannot be successful without the participation of target population. According to Oakley (1991), there are a series of arguments that see participation as extremely useful to the functioning of development projects;

- a. **Efficiency**- it helps to use resources available to development projects more efficiently, to minimize misunderstanding or possible disagreements, thus reduces time and energy.
- b. **Effectiveness**- it can make projects more effective as instruments of community development and ensures successful completion of objectives.
- c. **Self-reliance**-it helps people break the mentality of dependency to independency by promoting self-awareness and confidence, examine problems and think about solutions. Increase sense of control over issues, which affect their lives, and learn how to plan and implement.
- d. **Coverage**-it will bring more potential beneficiaries within the direct influence of development activities.
- e. **Sustainability**- it can ensure that local people maintain the project more dynamic- the maintenance of an acceptable flow of benefits from the project after its completion.

2.4.4 PARTICIPATORY MECHANISMS

As mentioned in the proceeding discussions participation is the process by which stakeholders especially the grass-root community (Primary stakeholders) are involved in the project identification, planning, appraisal, implementation and monitoring and evolution. There are different mechanisms and/or levels of participation on development projects. World Bank in Long (2001).

1. **Information sharing mechanisms** - This includes translation into local language and dissemination of written materials using various media. It also involves information seminars, Presentations and public meetings.

2. **Consultative mechanism** – which include consultative meetings, field visits and interviews (at various stage of work).

3. **Joint assessment mechanisms** – which include participatory assessments and evaluations and beneficiary assessment

4. **Shared-decision making mechanisms** - include workshops and retreats to discuss and determine positions, priorities, roles, meetings to help resolve conflicts, seeks agreements engender ownership. There would also be (public) reviews of draft documents and subsequent revisions.

5. **Collaborative mechanisms** - formation of joint committees with stakeholders, representatives, formation of joint working groups, task forces; joint work with user groups, intermediary organizations, and other stakeholder groups: stakeholder groups given principal/ responsibility for implementation.

6. **Empowering mechanisms** – include capacity building of stakeholder organizations, strengthens the financial and legal status of stakeholder organization. Hand over self-

management by stakeholders; support for few initiatives by stakeholders. World Bank in Long (2001).

According to Fetterman 1995 in CRDA (2005) empowerment assumes that participation is used explicitly to contribute to the process, and participation not only is involved but also controls the empowerment process (i.e. participatory work follows a continuum from limited participation to an ideal of full control).

Generally speaking, the first three are viewed as instrumental participation, a means to an end as a way of achieving certain specific targets - the local people participate in outsiders' project that will result in a better result. The second three are viewed as transformational participation (as end in themselves which of course should result in better project). This participation is viewed as an objective in and of itself, and as a means of achieving higher objectives such as self-help and/or sustainability. Long (2001); CRDA (2005). Besides, Long considered the first three categories as preconditions for participation in that they prepare the way for the final three to occur. Information sharing, consultation and joint assessment lay the groundwork for the poor to become involved in joint decision-making and collaboration, and having been empowered, continue on to improve their social and economic condition.

2.4.5 PARTICIPATORY METHODOLOGIES

In the Participatory and Social Assessment Tools and Techniques Manual compiled by McCracken and Narayan (1998) and other research works identified a number of participation methodologies for consulting and collaborating with local level stakeholders. These among

others include: Participatory Learning and Action (PLA) and Participatory Rural Appraisal (PRA).

2.4.5.1 PARTICIPATORY LEARNING AND ACTION (PLA)

PLA is an approach for learning about and engaging with communities. It combines an ever-growing toolkit of participatory and visual methods with natural interviewing techniques and is intended to facilitate a process of collective analysis and learning. The approach can be used in identifying needs, planning, monitoring or evaluating projects and programs. It offers the opportunity to go beyond mere consultation and promote the active participation of communities in the issues and interventions that shape their lives. The approach has been used, traditionally, with rural communities in the developing world. There it has been found extremely effective in tapping into the unique perspectives of the rural poor, helping to unlock their ideas not only on the nature and causes of the issues that affect them, but also on realistic solutions. It enables local people to share their perceptions and identify, prioritize and appraise issues from their knowledge of local conditions. More traditional, extractive research tends to ‘consult’ communities and then take away the findings for analysis, with no assurance that they will be acted on. In contrast, PLA tools combine the sharing of insights with analysis and, as such, provide a catalyst for the community themselves to act on what is uncovered. By utilizing visual methods and analytical tools, PLA enables all community members to participate, regardless of their age, ethnicity or literacy capabilities. The key principles of PLA are:

- Roles are reversed such that local people are seen as the ‘experts’
- ‘Handing over the pen’ – the community members themselves do the drawing, mapping, demonstrating, diagramming; the facilitators build rapport, listen, question and learn.

PLA approach uses key technique like interview/ discussion, mapping, ranking, Transect Walks, Venn Diagrams and trend analysis. Pretty et al. (1995).

2.4.5.2 PARTICIPATORY RURAL APPRAISAL (PRA)

The term is an investigative method that relies “on semi-structured activity carried out in the field by a multidisciplinary team and designed to acquire quickly new information on and new hypothesis about rural life. McCracken et al. (1988). PRA initially put into practices for the purpose of assessing local people’s needs, making evaluations, and doing feasibility studies. Through time it has proven its capacity to enable grass- roots people to express their ideas and opinions freely to define their own reality and problems, and to device their own solutions. In other words, people become decision-makers in their communities, a responsibility they then share with their leaders, donors and otherwise. CRDA (2005).

The key principles of PRA are:

- A. **Participation** - the local people serve as partners in data collection and analysis,
- B. **Flexibility** - not standardized methodology depends on purpose resources, skills, and time.
- C. **Teamwork** - out sides and insides, men and women, mix of discipline.
- D. **Optimal ignorance** - cost and time efficient, but ample opportunity for analysis and planning.
- E. **Systematic** - for valid & reliability, partly stratified sampling, cross- checking.

PRA uses as key technique interview/ discussion, mapping, ranking and trend analysis. McCracken and Narayan (1998)

2.5 THE MEANING OF PROJECT

There are many different definitions of project and many different types of projects. The PMBOK (2008) defined project as a temporary endeavor undertaken to create a unique product, service, or result. The temporary nature of projects indicates a definite beginning and end. The end is reached when the project's objectives have been achieved or when the project is terminated because its objectives will not or cannot be met, or when the need for the project no longer exists. In other words it is a grouping of tasks with a specified start and end date, a specific and defined objective, a budget and a resource assigned to the effort.

Cusworth and Franks (1993) also defined project as “the investment of capital in a time bound intervention to create productive asset.” In this definition they considered capital as both human and physical resources and the assets created may be human, institutional or physical. This definition of a project allows us to use it across a wide spectrum of human activity.

Wuysocki et al. (2000) summarized the definition of a project as “a sequence of unique complex, connected activities having one goal or purpose and that must be completed by specific time, within budget, and according to specification.” This definition indicates that the key aspects that distinguish a project from other forms of investment, whether for society or an individual is that the investment is outside the scope of the normal day to day or year to year expenditure and effort, that it takes over a particular item and that it is intended to achieve specific objective or set of objectives.

2.5.1 THE PROJECT CYCLE

According to Cusworth and Frank (1993), projects go through a series of identifiable stages and there are a number of models of the project cycle, which usually relate to the organizational perspective of the authors. Cusworth and Frank (1993) stated that, the first and widely accepted model is the one drawn up by Baum in 1970 and later revised by him in 1978. He first identified four stages such as identification, preparation, appraisal, and selection and implementation. In 1978, he added the fifth stage of “evaluation” which could be said to ‘close’ the cycle in that evaluation might lead to the subsequent identification of new project.

World Bank 1996 in Long (2001) also outlined similar cycles - identification phase, design phase (preparation including appraisal), implementation phase and evaluation (including monitoring).

These phases of the project cycle are briefly discussed here under.

1. Identification phase - this is the information-gathering phase. During this time the donor and/or government representatives or their consultants assess various aspects of an intended project. These include determination of how the intended project will contribute to economic development, poverty alleviation or a specific goal with a sector such as improvement in primary health care or basic education, which will benefit from the project and how it will affect local population. Long (2001).

2. Design (preparation) phase - involve the detailed planning of the project idea. The project will have to be designed, alternative condition and technical, economic and final feasibility will have to be established. It will be resulted in tangible proposals with an associated set of costs and benefits. PMBOK (2008).

3. Appraisal - involve the process in which all aspects of the project are reviewed in order that the decision whether or not to proceed can be made. Appraisal should cover technical financial,

economic, social and organizational aspects of the project; others such as environmental administration, gender and political impacts may also need to be considered. Cusworth and Frank (1993).

4. **Implementation** - this is the stage when project facilities are established and the majority of the funds are disbursed. A major priority is to implement the project on schedule but problems frequently occur and for this reason it is important for feedback to be obtained through monitoring progress. Implementation is the stage at which the institutions are established and facilities constructed. Cusworth and Frank (1993).

5. **Evaluation** - consists of investigating and reviewing the effects of completed project, to see whether the benefits which were planned to flow from it had been realized, and whether these benefits have had their intended consequences. This process may lead to lessons for the design of future project and sometimes, it may lead to identification of an associated project or an extension to an existing project. PMBOK (2008).

2.5.2 PARTICIPATION IN PROJECT CYCLE

The focus of most donor attention regarding participation has been on the various phases of the project cycle - the period of time during which a project is formulated, then designed, negotiated with the recipient government, implemented, monitored and evaluated. Long (2001). Long analyzed the ways in which stakeholders participate in the project cycle.

1. **Identification phase** - it is in this phase that many fundamental decisions are made regarding the overall thrust of the project. Therefore, information dissemination to primary stakeholders regarding applicable policies and key facts is essential. Moreover, information provided by

primary stakeholders in this phase is essential to develop a project that will be designed to address their needs and the economic and social conditions in their locality. Such involvement would help them begin to develop a sense of ownership of the project.

2. **Design phase** - donor agencies report that participation of the poor in the preparation, design or planning phase of projects is quite good. People now understand that consultation and participation are keys to project success. Long (2001).

3. **Implementation phase** - in general speaking those involved in development recognize the importance of participation by the poor in the implementation phase of development project. A form of participation that has been more or less universally accepted is that expressed through cash contributions or in kind services to the project by the poor. This usually takes place in implementation phase. Cash or in kind Services understood as ways to create a sense of ownership on the part of the poor, as well as obvious ways to cover some of the cost or carry out some of the work of the project. The assumption is that if primary stakeholders are not financially engaged in the project, they will not value the project's benefits or, in some cases, use or maintain them.

However, if the primary stakeholders have any role in decision making of the activities of the project, the mere contribution of cash or kind do not suffice participation.

4. **Evaluation phase** - as experiences of donor agencies indicate, there is little participation of the poor both in the earliest phase of project formulation and during evaluation. There is inadequate monitoring and evaluation of any kind going on in projects, let alone participatory monitoring and evaluation. To be clear about the phases, monitoring is carried out during the implementation of a project whereas evaluation is conducted after the project has been completed. Long (2001). Evaluation means helping those who are involved in any different kinds

of development program to assess the value of what they are doing. Feuerstein (1986) and FASID (2000).

2.6 COMMUNITY PARTICIPATION IN EDUCATIONAL PROJECTS

The importance of community participation in any development project emerged from the need to make development continuous, sustainable and one that have long lasting impact of transforming society towards achieving better quality life. Community participation, as being a base for decentralization, democracy, community-based development is also taken as an essential intervention in the education sector. It is not only the right of parents and local community to be involved in matters of education of children, but also their obligation to be part of the process and the product as well as support education. Paulos (1996).

When we say community on education, we are referring to students, teachers, parents and the residents of locality in general. The ultimate goal of community participation in education is developing a sense of ownership of education programs and schools. The community knows what is best for their children more than anyone else. Moreover the community is the one who pays the bill for education, directly or indirectly. In addition, the community can provide unlimited amount of resources to school than the government or any other body does. The community can provide unlimited amount of labor, materials, finance and knowledge and skills to support the schools and the education programs going on in the schools. Most importantly the community is the major stakeholder of the education system. Fosu-Siaw et al, (2004).

2.7 TECHNIQUES OF INITIATING COMMUNITY PARTICIPATION IN EDUCATION

There are different techniques of initiating community participation in education. Among these are the following:

1. Having clear vision of what you want to do before you start the process (goals & objective setting, identifying the major challenges and developing a kind of roadmap to improve the school).
2. Discussions and exchange of idea about the education program going on in the school with the community.
3. Organizing ad hoc discussion forums for the different segments of the community (such as students, teachers, parents, residents etc.). These segments not only have different interests, but also have different potentials to contribute to the school.
4. The community as collective cannot be expected to manage school. This can only be done best through involving them through institutions/organizations such as Parents Teachers Association (PTA), School Management Committee (SMC), Teachers' Association, Students Union, Women's Association, Youth Associations, etc.
5. The participation should not be limited to resource mobilization. The community should involve in all aspects of school management and pedagogic functions.
6. Once you initiate the process, let them overtake it. The outsider should only play facilitation role.
7. Let the community monitor and evaluate the process made by the schools regularly.
8. Collect and document the lessons and experiences and use for further improvement. Fosu-Siaw et al. (2004).

2.8 FACTORS INFLUENCING COMMUNITY PARTICIPATION IN EDUCATION

Community participation in education and other fields of development is impacted up on by a number of factors. The factors that influence participation may vary from place to places but overall, the following are some of the general factors.

- Weak democratic tradition.
- Undeveloped political and policy environment.
- Socio- cultural barriers.
- Language barriers.
- Lack of exposure and experience on public affairs.
- Lack of confidence and trust due to previous negative experience.
- Lack of awareness on the value of community participation.
- Community attitude that education and other development matters are only the responsibility of the government and other organizations.
- Elitist attitude that the community does not know about modern development and education.
- High level of poverty and illiteracy.
- Long and discouraging bureaucratic procedure.
- Insufficient opportunities and forums for enhancing community participation, particularly for marginalized social gropes. Paulos (1996); Fosu-Siaw et al (2004).

Unless these problems of community participation in education are curbed, it is difficult to ensure quality in basic education and to meet the goal of universal basic education by 2015 in a developing country like Ghana.

2.9 PARTICIPATORY MONITORING AND EVALUATION

In the context of a development project monitoring is “an ongoing process designed to check the progress of a project against its plan and modify the plan if necessary,” whereas “evaluation is a process designed to ascertain the outcomes of a completed or ongoing project interims of five criteria and provide recommendation on the future course of the project”. Foundation for Advanced Studies on International Development (FASID) (2000). The five evaluation criteria are efficiency, effectiveness, impact, and relevance and sustainability. In a Project Cycle Management (PCM) - based evaluation, information is collected and analyzed along the lines of the five evaluation criteria, with a conclusion drawn for each criterion.

Participatory approach to Monitoring and Evaluation (M&E) can take many forms and can involve different levels of participation but the key principles remain the same. Most important is the emphasis placed on the active roles played by local stakeholders. Stakeholders of all level are the main actors in the monitoring or evaluation process. They are responsible for collecting and analyzing the information deciding how to evaluate, preparing reports and how to use the results and for generating recommendations for change. The role of the outside consultant is to facilitate and support this learning. Participatory M&E is very much action oriented, and strong emphasis is placed on building the capacity and commitment of all key stakeholders to reflect, analyze and take responsibility for implementing any change they recommend. McCracken and Narayan (1998); Feuerstein (1986).

The key principles of participatory monitoring and evaluation are: local people are active participants-not just source of information, stakeholders evaluate outsiders facilitate, focuses on building stakeholders’ capacity for analysis and problem solving, builds commitment to

implementing any recommended corrective actions. In addition, the key stages in participatory Monitoring and Evaluation included: preparations which include deciding on the need for an assessment, determining the cost and time available; identifying a lead participatory monitoring/evaluation facilitator, defining terms of reference for the monitoring/evaluation, training the team of monitoring/evaluation facilitators; participatory assessment, self- evaluations and analysis; action planning; dissemination of the results. Moreover, participatory monitoring and evaluation methods comprise Stakeholders workshops, participatory methodologies (PRA and PLA). McCracken and Narayan, (1998; CRDA (2005)

2.10 SUSTAINABLE DEVELOPMENT

The World Commission on Environment and Development (WCED) defined sustainable development as “Development which meets the needs of the present without compromising the ability of future generation to meet their own needs”. Elliott (1994).

This definition of sustainability is referring more to the wise use of natural resources without harming the environment. In this regard quoting from Mustata 1987, Elliott outlined five points which the broad concept of sustainable development should encompass: help for the very poor because they are left with no option other than to destroy their environment; the idea of self-reliant development, with in natural resource constraints; the idea of cost effective development using different economic criteria to the traditional approach that is to say development should not degrade the environment quality, nor should it reduce productivity in the long run; the great issue of health control, appropriate technologies, food self-reliance, clear water and shelter for all; the notion that people centered initiative are needed; human beings, in other words are the resources

in the concept. In general term sustainability refers to the long-term availability of the means required for the long-term achievement of goals.

Organization for Economic Co-operation and Development (OECD) 1989, focusing on development aid, considers development sustainability when the recipient country is willing and able to provide sufficient means and resources (finance, managerial, ecological etc.) for an aid activity after the donor has withdrawn his assistance. Hence, sustainability refers to all possible means, including, but not confined to environment ones. Coates and Weiss (1990).

According to Oakley et al. (1991), it is apparent condition from experience that externally motivated development projects frequently fail to sustain themselves once the initial level of project support or inputs either diminish or are withdrawn. He considers sustainability as continuity of project activities after the funding agency is withdrawn. To maintain sustainability of development projects he suggests the local community participation. Participation is seen as the antidote to this situation in that it can ensure that local people maintain the project dynamic. In general, participation is seen as fundamental to developing a self-sustaining momentum of development in particular area. Besides, to make the development project sustainable, the issue of sustainability should be given due regard at the very beginning of the project and there should be pre-stated and agreed up on exit strategy (Memorandum of understanding signed between the donor agency and recipient country, organization or community).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter deals with the research design that was adopted for the study, the population of the study, sample and sampling techniques, as well as the instruments used. The procedures for data collection and data analysis, as well as profile of the study area were considered.

3.2 THE STUDY AREA

The focus of the study was Akorley D/A Basic School in the Akorley community. The people of Akorley in the Yilo Krobo Municipality are predominantly Krobo with few Ewe and Akan settlers. Majority of the people are farmers who cultivate crops like mango, maize, cassava and pepper. The Akorley community has a population of about one thousand four hundred and thirty two (1,432) people, six hundred and eighty three (683) men and seven hundred and forty nine (749) women. Provisional National Population Census Report (2010). The Akorley D/A Basic School was established in 1962 by the Presbyterian Church with the support of the community and first headed by the late Mr. J.O. Narkutey. The Akorley Community shares boundary with Agomeda in the Dangme West District of the Greater Accra Region of Ghana (See Appendix i). The school is located in the Akorley Township along the Somanya-Accra road and managed by the Ghana Education Service.

The mission of the school is to deliver quality and holistic education, based on sound moral principles and academic excellence (Log book of Akorley D/A Basic School). Its purpose is to discipline not only the mind and body but also the spirit. It is however only with the co-operation of the Akorley community that this can be achieved and parents who decide to bring their wards to this school are asked to make sure this co-operation is forthcoming.

3.3 POPULATION

According to Sekaran (2000), population is considered to be any group of people, events or things that are of interest to the researchers and that they wish to investigate. The Head teacher and staff, School Management Committee (SMC), Parent Teacher Association (PTA) Executive members of Akorley D/A basic school and some community members of Akorley in Yilo Krobo Municipality constituted the population for this research.

To study the target population or the whole population to arrive at generalizations would be impracticable, for reasons such as a change in the characteristics of the population to be measured, cost, time space and the reliability of the measurements. It is noted that, analyses are best when conducted on samples that are still fresh. Sarantakos, (2005).

3.4 SAMPLE AND SAMPLING TECHNIQUES

A sample is a subset of population and consists of a selection of members from the particular population. Sekaran (2000). Sampling is described as the selection of a proportion of the total number of units of interest for the ultimate reason of being able to draw general conclusions about the total number of units. Parasuraman (1986). The sampling techniques that were

employed to select the respondents for the study were stratified, purposive and convenient sampling methods.

Stratified sampling method was used to group the school community population into four (4) main categories: Teaching staff, SMC, PTA executive members and Community members. Stratified sampling technique was adopted as it embraced the distinct categories and organized them into separate strata. This technique was more efficient because it improves accuracy of estimates. Parasuraman (1986).

The purposive sampling procedure was applied in selecting and interviewing key officials who could provide relevant information required for the study. As the name implies, in trying to adhere to the objectives of the study, respondents who can answer the research questions best are selected. Purposive sampling technique was used for the selection of the teachers, SMC and PTA executive members. Purposive sampling was adopted because they were the ones who had the necessary information, adequate knowledge and experience on community participation in basic education in the study area.

The convenient sampling procedure under the non-probability sampling method was applied in selecting community members for the study. The criteria for selection of community members were based on their readiness and willingness to be interviewed.

A sample size of one hundred and sixty (160) respondents made up of fourteen (14) teachers, nine (9) SMC, nine (9) PTA executive members and one hundred and twenty eight (128)

community members undertook this exercise in order to examine the community participation in promoting basic education for this research.

Table 3.4 Sample size chosen

School Community	Teaching staff	SMC	PTA executive	Community members	Total
Akorley D/A basic School	14	9	9	128	160

Source: Field data (2012)

3.5 DATA COLLECTION PROCEDURE

The researcher administered the questionnaire personally to all the respondents. This was after the researcher has explained the purpose, guidelines and directives on how to complete the questionnaire and interview guide to the respondents. Respondents were given two weeks to complete the questionnaire. The SMC, PTA executive members and selected community members were met one after the other for the interview and were assured of confidentiality of the information they gave and encouraged to give fair and objective answers. Face-to-face interaction provided the platform for the researcher to clarify any possible ambiguity and also created the opportunity to interact with the people. After this, the collected data was analyzed using the proposed data analysis methods and the findings and recommendations were made.

3.6 RESEARCH INSTRUMENTS

Data was collected with the aid of questionnaires and interview guide.

A questionnaire is a data collection technique or an instrument which involves the preparation and use of a series of questions (both verbal and written) to gather information on a subject from a target group. The questionnaire was designed for the Head teacher and his staff. The researcher

used structured or close-ended questions which did not allowed respondents to answer in their own words.

Interview guide was used to collect information from the SMC and PTA executive members and community members. Structured interview guide was used to elicit information from the SMC and PTA executive members and community members. This was to enable the researcher to obtain in-depth information from them.

3.7 RESEARCH DESIGN

The study was a descriptive research set out to assess community participation in promoting basic education at the Akorley D/A Basic School in the Yilo Krobo Municipality in Eastern Region of Ghana. According to Pilot and Hurgler (1995), descriptive research aims predominantly at observing, describing and documenting aspects of a situation as it naturally occurs rather than explaining them. The design has an advantage of producing good amount of responses from a wide range of people. At the same time, it provides a more accurate picture of events at a point in time. Gay (1992) opined that, descriptive design describes and provides understanding of a phenomenon usually with simple descriptive statistics. Gay further explained that, the descriptive survey method is useful for investigating a variety of social problems including assessment of attitudes, opinions, demographic information, conditions and procedures; and that descriptive data are usually collected through questionnaire, interview or observation.

3.8 DATA ANALYSIS

Data collected were organized, coded and analyzed using statistical tools such as simple percentage and frequencies. Computer software called Statistical Product and Service Solution (SPSS version 16) method was employed in condensing the data for the purpose of analysis and interpretation and to come up with the findings. The results were presented in tables and graphs.

KNUST



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 INTRODUCTION

This chapter of the study deals with the presentation, analysis and discussion of the raw data collected through the questionnaires and the interview guides. The researcher has summarized the data using statistical tables and graphs, where necessary, to determine the individual variable understudied.

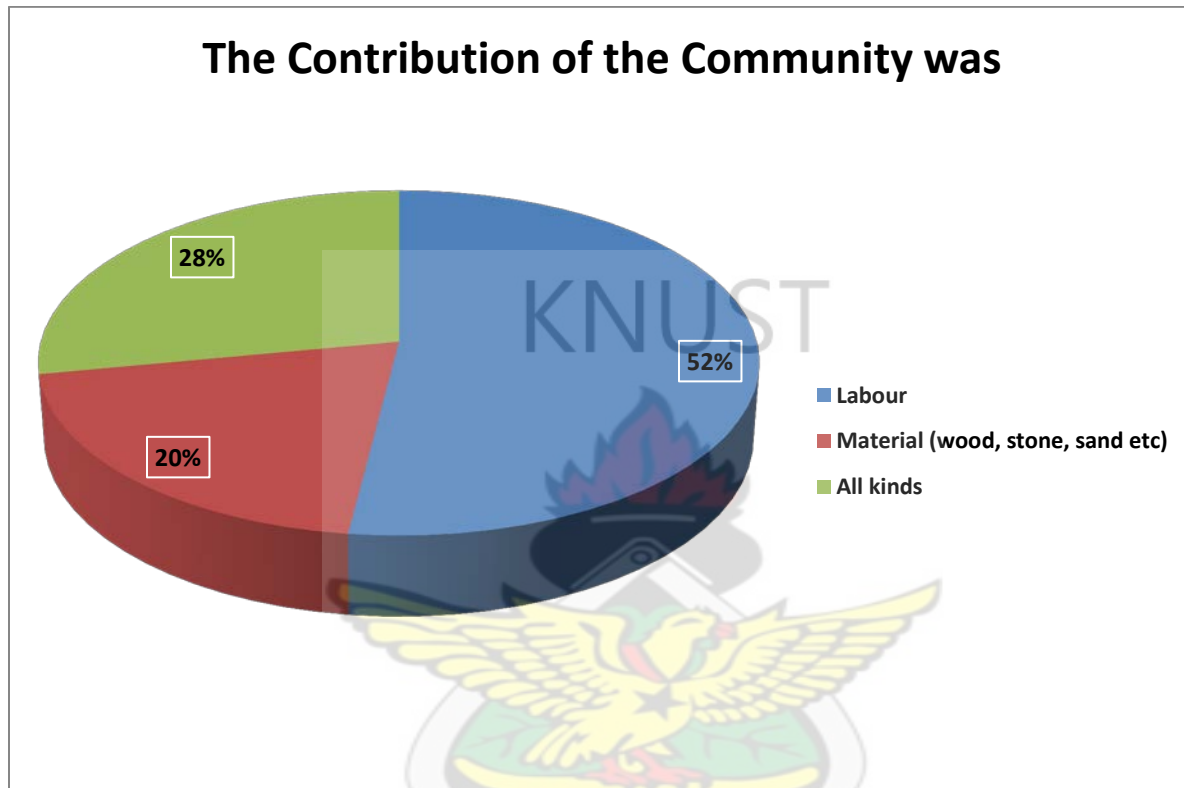
There has been an analysis of the contribution of the community toward teaching and learning; activities performed by the community members to increase participation; measures taken to increase girls' participation; support of the community to improve leadership and the efforts to motivate teachers in the school. Factors affecting community participation in school activities and causes of lower students' participation were also analyzed as variables.

4.2 The Contribution of the Community

International Fund for Agricultural Development (IFAD) (1999) stated that the main goal of participation is to the peoples' awareness of their social and economic rights as a way of making them independent and take part in decision making. Participants were asked to state how they contribute to the development of the school. Majority (51.7%) of the respondents stated that they offer their labour to enhance their participation in school activities. Twenty eight percent (28%) indicated that they do all kinds of works to improve conditions in the school. Yet 20% said they provide materials.

The Pie chart below shows the distribution of activities of community members to enhance their participation.

Figure 4.2 The Contribution of the Community Towards Teaching and Learning



4.3 Activities Performed by the Community to increase Participation

To know the activities performed by the members of the Akorley community to increase participation, participants were asked to state the activities they performed to increase participation. Most of the participants indicated that the community provided classrooms to increase the intake capacity of the school. Most of the respondents stated that the supply of additional educational materials has been improved. In addition, some of the participants stated that awareness on the need for parents and guardians to send their wards to school was raised.

Yet, most of the respondents interviewed mentioned that the community did not give any award to brilliant students. Table 4.3 below represents the activities performed by the community to increase participation.

Table 4.3 Activities Performed by the Community to increase Participation

Activity	% Yes	% No
Provision of classrooms to increase the intake capacity of the school	98.3	1.7
Supply of additional Educational materials has improved	90	10
Creation of awareness of the community members to educate their children	96.7	3.3
Awards were given to better achieving students	31.5	68.5

Source: Field data, 2012

The data revealed that 98.3% said the community provided classrooms to increase the intake capacity of the school to make sure children within school going age would be enrolled in the school. Anderson (1992) in his study stated that the provision of physical school facility should be improved. Ninety percent (90%) of the respondent indicated that supply of additional education material has been improved by the community; 96.7% of the respondent also mentioned the creation of awareness of the community members to educate their children; 31.5% stated that awards were given to better achieving students as presented in the Table 4.2 above. The response from the community members indicate that they participate actively in activities that will promote the wellbeing of the school. This finding will be validated later in the analysis of the data collected from the teachers.

4.4 Measures Taken to Increase Girls' Participation

In an attempt to find out whether the community has a special interest in promoting girl child education, the respondents were asked to choose from a range of possible measures by ticking “Yes” or “No” as applicable. Participants’ responses have been summarized in Table 4.4 below.

Table 4.4 Measures Taken to Increase Girls' Participation

Activity	% Yes	%No
Provision of educational materials	70.0	30.0
Establishment of girls’ advisory committee	95.0	5.0
Creation of parents’ awareness of the importance of girl-child education	98.3	1.7
Tutorial classes arrangement for girls	20.0	80.0
Female teachers were assigned to serve as role models	86.7	13.3
Incentives provided for better performing girls	8.5	91.5

Source:
Field data,
2012

The study
revealed
that
tutorial
classes
were not
organized
for girls in

the school and that award or incentives were not given to better performing girls. Many attempts, however, have been made to increase girls’ participation in school activities. Seventy percent (70%) of the participants stated that educational materials were provided; 95% of the respondents indicated that girls’ advisory committee have been established; 98.3% indicated that awareness was created in the community on the importance of girl child education. Table 4.3

also shows that at least the community's participation is enough, except for which the work is done by very few people. Again, the validity of this finding would be ascertained in the analysis of the data collected from the teachers of the school under study.

KNUST



4.5 Community's Effort to Improve Leadership

Leadership or management style can affect participation either negatively or positively. To know the community's effort in improving leadership, respondents were asked to state what they did. Participants' responses have been summarized in Table 4.5 below.

Table 4.5 Support of the community to improve Leadership

Facets	% Yes	% No
Active involvement in School activities enhanced	98.3	1.3
Head teacher was made to get better authority to manage the school	100.0	0.0
Utilization of school's resources was improved	91.7	8.3
Awareness and understanding of community representatives on school management was raised	93.3	6.7

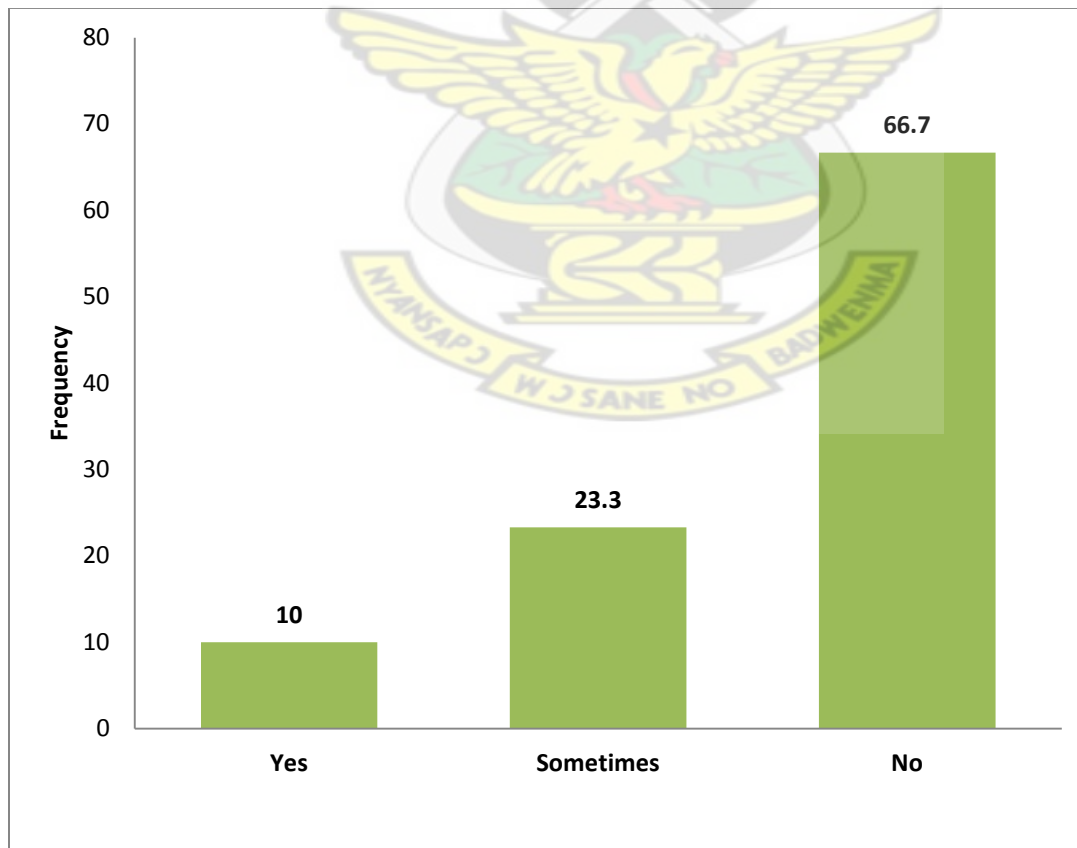
Source: Field data, 2012

From the table above, it could be seen that the various facets of support to make management or leadership work well have been ensured by the community so as to make work easier for the leadership. The data indicates that the community supports the leadership of the school in many ways. This rather shows a very high level of participation.

4.6 Motivating Teachers

Lockheed and associates (1991) stated that motivation increases level of participation and this, in the school situation, will encourage both stakeholders in education to be active participants in school activities. Lockheed and associates (1991) further argued that motivation of teachers' is necessary if they are to be efficient. When asked to state whether teachers are motivated or not, only 10% of the participants stated "yes". 23.3% said "sometimes" whilst the majority 66.7% said "no". This suggests that teachers in Akorley are not motivated in any way. According to Lockheed and associates (1991), this is likely to affect their efficiency. Participants' responses have been illustrated by means of the bar chart below.

Figure 4.6 Are the Teachers Motivated by the Community



Source:

Field Data, 2012

Respondents were further asked to state what they did to motivate the teachers from a range of assistance. This included building of teachers' residence; building classroom blocks to reduce the class sizes to make teaching and learning easy; raising the awareness of the community members on the status and role of teachers; and giving award to teachers for better performance.

The data indicates that teachers at the study area are not motivated through awards and that no teachers' residence was built to accommodate teachers as 91.7% and 100% respectively, of the participants confirmed these. However, 98.3% of the respondents confirmed that classroom block was built and this eventually helped both to increase the intake capacity as the class sizes have been reduced. This really confirms that the community participates through the building of classroom blocks. Table 4.6 below presents the activities done to motivate teachers

Table 4.6 Activities Done to Motivate Teachers

Activity	% Yes	% No
Teachers' residence Built	0.0	100.0
Class size reduced by Building additional classroom Block	98.3	1.7
Minimized problems of Instructional materials	91.7	8.3
Raising the awareness on the status of Teachers	95.0	5.0
Giving Award to Teachers	8.3	91.7

Source: Field Data, 2012

Apart from teachers' residence and awards that the community members need to work on, they performed better in all the other facets with regards to motivating teachers.

4.7 Causes of community's low participation in school activities

The researcher in an attempt to know factors that negatively affects the community's participation in school activities at the study area asked respondents to state reasons for low participation in school activities. They were asked to state as many factors as applicable. 70% indicated that the cause is unemployment and poverty, whereas 81.5% said that, the time program of activities are scheduled for the school coincide with their farming activities, making them unable to take part in activities geared towards the development of the school. Sixty point two percent (60.2%) of the total respondents linked the low participation to lack of electricity. Most of them; that is 54.3% attribute their low participation to poor communication between the leadership and the community members. Eighty percent (80%) of them said that leadership does not accept anybody's views apart from theirs. This therefore makes community members see their leadership style as not democratic. However, only 25% attributed their low participation to the fact that they do not have children in the school. Participant's responses with regards to their low participation in school activities have been presented in Table 4.7.

Table 4.7 Causes of community's low participation in school activities

Cause	% Yes	% No
Employment and poverty	70.0	30.0
Farming	81.5	18.5
No electricity	60.2	38.8
Poor communication	54.3	45.7
Have no child in the school	25.0	75.0
Others views are not accepted	80.0	20.0

Source: Field Data, 2012

4.8 Causes of Lower Students' Participation

Researchers have identified some factors which influence community participation in education. Paulo (1996) argued that language barriers, long distance, cultural barriers, weak democratic tradition, undeveloped political and policy environment among others are some of the factor that influence community participation in education.

In order to know the causes of low students' participation in the school's curricular and non-curricular activities, the researcher presented to respondents eight facets. Respondents were required to agree or disagree by selecting "Yes" or "No" to the facets provided. These are factors identified by scholars as influencing community participation. Table 4.8 presents the responses of the participants.

Table 4.8 Causes of lower students' participation

CAUSES	RESPONSES.	
	%YES	%NO
a. Lower household income	96.7	3.3
b. Dry season	90	10
c. The need for child labor	28.3	71.7
d. Limited capacity of school	26.7	73.3
e. Long distance to school	10	90
f. Poor schools physical facility	11.7	88.3
g. Cultural barriers	71.7	28.3
h. Parents low awareness of their children school	68.3	31.7

Source: Field data, 2012

From the table above, it could be seen that there is low pupils' participation in school activities and that the factors responsible include lower household income; dry season, the need for child labour, poor school facilities, parents' low awareness of educating and cultural barriers . When provided with the facets in the table above, 96.7% of the participants stated that lower household income is a major cause of lower students' participation in school activities. 90% of the respondents mentioned drought where as 71.1% and 68.3 ticked cultural barriers and parents' low awareness of their children's education respectively. This confirms Paulos' finding in 1996.

This revelation is an indication that lower household income, dry season, cultural barriers and low awareness of education are the causes of lower students' participation in school at the study area, Akorley.

Responses of teachers in the Akorley School to ascertain community participation has been summarized in table 4.9 below.

Table 4.9 Facets of Participation.

Statement	Very High %	High %	Moderate %	Low %	Very Low %
The participation of community in school building	10	20	0	70	0
provision of adequate furniture	0	0	30	10	60
Provision of teachers' accommodation	0	0	30	0	70
Provision of portable water for the school	0	30	10	0	60
Organization of communal labour in the school	0	0	90	10	0
Involvement of SMC in decision-making	30	20	50	0	0
Involvement of PTA executives in decision-making	0	10	90	0	0
Acceptance of suggestion from community members	20	20	60	0	0
Financial support to the school	0	0	30	0	70
Supervision of teachers' work by SMC and PTA executives.	80	0	10	10	0
Provision of supplementary teaching and learning materials to the school	0	0	0	10	90
Community-teacher relationship	0	0	80	20	0

Monitoring of pupil's studies after school hours	0	0	0	60	40
Community's role in ensuring pupil's regularity	0	0	30	50	20
Regularity of community members' visit to the schools	0	0	10	50	40
Attitude of parents towards their children's education	20	0	20	60	0
Government-Community-Teacher relationship	0	20	40	40	0
Community's involvement in building school canteen	0	20	70	10	0
Community's interference in teaching and learning	0	0	0	50	50
Encroachment of school lands by community members	10	0	10	20	60

Level of these factors that negatively influence community's participation in the school

Weak democratic tradition	0	0	10	60	30
Socio-cultural barriers	0	10	60	30	0
Language barriers	0	0	40	10	50
Lack of exposure and experience on public affairs	0	10	30	60	0
Lack of confidence and trust due to previous negative experience	0	0	0	70	30
Lack of awareness of the value of the community participation	0	20	20	60	0
Misconception that education & other development matters are responsibilities of government & other organizations	0	60	30	10	0
High level of poverty and illiteracy	0	60	10	10	20

Levels of these mechanisms used to enhance community participation in the school

Sharing of information	0	10	60	30	0
Consultation with community leadership	0	30	70	0	0
Joint assessment on evaluation	20	0	30	50	0
Decision-making	0	0	20	80	0
Collaborative work in implementing school projects	0	0	70	30	0
Ownership of the school	0		20	60	20
Sensitization of parents on the need to educate their children	0	90	10	0	0

Source: Field Data, 2012.

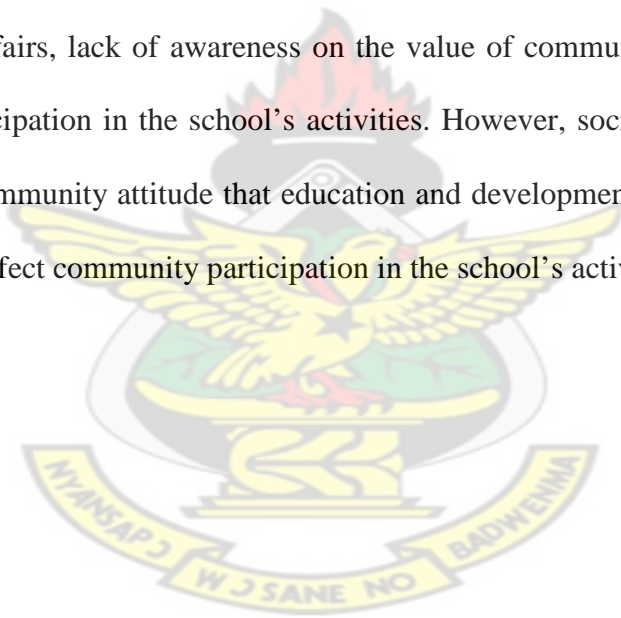
The data collected from the teachers indicates that the participation of the community in providing school building is low. 70% of the respondents confirm this but this is not consistent with what the community said. The school building might have been built, probably, by the government with support from the community members through communal labour and other means.

With regards to accommodation, the data from the teachers confirms that community members' participation in securing accommodation for teachers is very low as can be seen in the table 4.8 above. Information in the table above shows that there is low community participation in providing adequate portable water; financial support; supplementary teaching and learning materials; monitoring their children's academic work after school hours; ensuring pupils' regularity in the school; paying regular visit to the school to find out what is happening; and in the construction of school canteen. Attitude of parent towards their children's education, government-teacher-community relationship, community interference with teaching and

learning, encroachment of school lands are also low. The teachers also stated that there is high level of poverty among the study population

The study also revealed that the community's participation in communal labour; involvement of SMC in decision making; involvement of PTA executive members; acceptance of suggestion and community –teacher relationship are however good as teachers select “moderate”.

In order to find out the factors that affect community participation in the school activities, the researcher asked teachers to respond by ticking from a list of factors that are applicable. It has been discovered that weak democratic tradition, language barrier, lack of exposure and experience in public affairs, lack of awareness on the value of community participation do not affect community participation in the school's activities. However, socio-cultural barriers, high level of poverty and community attitude that education and development are the responsibilities of the government do affect community participation in the school's activities.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 5.0

INTRODUCTION

This study was guided by the research questions which translated into the objectives of the study. The research sought to: identify the contribution the Akorley community made towards the improvement in teaching and learning; identify the challenges that confront the community in their attempt to improve the school's performance in terms of teaching and learning; investigate the strategies to improve on the community's contribution to the school and recommend strategies to be implemented to improve on the contribution of the community towards the school. This chapter summarizes the findings of the study with regards to the specific objectives of the study.

5.1 SUMMARY OF FINDINGS

The contribution of the Community towards the Improvement of the School

With regards to accommodation, the data from the teachers confirms that the community did not provide teachers' resident. The data revealed that 98.3% said the community provided classrooms to increase the intake capacity of the school so to make sure children within school going age would be enrolled in the school; 90% indicated that supply of additional education material has been improved by the community; 96.7% of the respondent also mention the creation of awareness of the community members to educate their children; 31.5% stated that awards were given to better achieving students among others.

The data indicates that teachers at the study area are not motivated through awards and that no teachers' residence was built to accommodate teachers at 91.7%, hence community members' participation in securing accommodation for teachers is very low. Causes of low participation among the study population include farming activities, lack of electricity, poor communication; views of others are not accepted. The information in the table above shows that there is low community participation in providing adequate portable water; financial support; supplementary teaching and learning materials; monitoring their children's academic work after school hours; ensuring pupils' regularity in the school; paying regular visit to the school to find out what is happening; and in the construction of school canteen. Attitude of parent towards their children's education, government-teacher-community relationship, community interference with teaching and learning, encroachment on school lands are also low. The teachers also stated that there is high level of poverty among the study population.

The study also revealed that the community's participation in communal labour; involvement of SMC in decision making; involvement of PTA executive; acceptance of suggestion and community - teacher relationship are however good as teachers selected "moderate".

Challenges of Community Towards the Improvement of the School

The challenges of community participation in activities to the improvement of the school include lower household income; dry season, the need for child labour, poor school facilities, parents' low awareness of education and cultural barriers. 91.7%, respectively, of the participants confirmed these.

It has been discovered that weak democratic tradition, language barrier, lack of exposure and experience in public affairs, lack of awareness on the value of community participation do not affect community participation in the school's activities. However, socio-cultural barriers, high level of poverty and community attitude that education and development are the responsibilities of the government do affect community participation in the school's activities.

Strategies Designed to Improve on the Community's Contribution Towards the School

The strategies designed to enhance community participation included organization of communal labour; and the raising of the awareness of community members with regards to the status of the teachers. This, according to IFAD (1999) will make them independent and take part in decision making.

5.2 CONCLUSION

In conclusion, the contribution of the community towards the improvement of the school is generally low, even though some attempts have been made to improve upon teaching and learning in the school. The people of Akorley attributed their low participation to lack of electricity, poverty and farming activities, among others. There are many problems confronting the people of Akorley in their attempt to contribute their quota towards the improvement of the school. Only few strategies have been put in place to enhance the community's participation in the school. More strategies are therefore needed to enhance the community's participation in the improvement of the school.

5.3 RECOMMENDATIONS

In order to enhance community participation in the school at Akorley, the study community, the researcher put forward some recommendations.

Sharing of information is one of the important recommendations the researcher puts forward if community participation should be enhanced amongst the study population. This is necessary because the study revealed that information flow between the leadership and the community members is poor.

The researcher also recommends that there should be consultation with community leadership which will enable leadership to inform members about what is happening in the school, and enhance the quality of decisions taken. There should also be a joint assessment and evaluation of school project so as to make all stakeholders know how their contributions in various ways have brought about the development of the school.

In addition to the above, the researcher also suggests that decisions should be taken by both the leadership and the community members. This is necessary because some respondents complained about their input been left out in decision-making, leaving them to see the leadership not being democratic in the decision-making process.

Finally, the researcher recommends that the sensitization of community members on the need for education, especially girl-child education, should be done on regular basis as well as setting of awards scheme for better performing teachers, better achieving students and better performing girls in the school.

REFERENCES

- Adams, D. (1993). *Defining Education Quality Improving Educational Quality project publication*, 1, Biennial Report Arlington, VA: Institute for Institutional Research.
- Anderson, M.B. (1992). *What are we waiting for? Education for All*. UNICEF, New York.
- Ashton, et al. (1999). *Education and Training for Development in East Asian: the Political Economy of Skill Formation in East Asian Newly Industrialized Economy*, ESRC Pacific Asian Program. London and New York. pp. 3
- Aspin, D. N and Chapman, J.D. (1994). *Quality Schooling: A Pragmatic Approach to Some Current problems and Issues*. London.
- Bamberger, (1888). *The Role of Community Participation in Development Planning and Project Management: Report of a Workshop on Community participation held in Washington D.C September 22-25, 1985*, World Bank. Washington D.C. pp. 5
- Brohman, J. (1996). *Popular Development: Rethinking the Theory and Practice of Development*. Cambridge: Black Well Publishers.
- Burkey, S. (1993). *People First: A Guide to Self Reliant, Participatory Rural Development*. London and New Jersey: ZED Book Ltd.
- Claude, J. and Zamor, G. (1985). (ed) *Public Participation in Development Planning and Management: Cases From Africa and Asia*. Boulder and London: West View Press. pp. 5
- Coates, V. and Weiss, J. (1990). (ed) *Projects Appraisal, Cost benefits Impact Assessment, Risk Analysis, Technological Assessment*. Lowatford Close: Beech Tree Publishing. pp. 140
- CRDA, (2005a). “*Training Program on Participatory Project Development, Prepared and Conducted by Development Studies Associates, April 14-25, 2005*”. Addis Ababa.
- CRDA, (2005b). “*Training Program on Participatory Project Monitoring and Evaluation, Prepared and Conducted by Development Studies Associates, May 9– 13, 2005*.” Addis Ababa.
- Cusworth, J.W. and Franks T.R. (1993). *Managing Projects in Developing Countries*, Edinburgh Gate: Longman.
- Elliott, J.A (1994). *An Introduction to sustainable development, The Developing World*. London and New York: Rout ledge. pp. 3

- FASID, (2000). *PCM Project Cycle Management, Monitoring and Evaluation based on PCM Method, Foundation for Advanced Studies on International Development*. Second edition, Tokyo (Xeroxed). pp. 4
- Feuerstein, P. M. T. (1986). *Partners in Evaluation: Evaluating Development and Community Programs with Partners*. London: Macmillan Education Ltd. pp. 44
- Fosu-Siaw, P. et al. (2004). *Final Evaluation of the Government Accountability Improves Trust (GAIT) Project*. USAID/Ghana, Accra.
- Gay, R.L. & Diehl, P.L. (1992). *Research Methods for Business and Management*. New York: Macmilland Publishing Company.
- Gaventa, J. and Valderrama, C. (1999). *Participation, Citizenship and Local Governance*. Workshop on Strengthening Participation in local Governance. IDS. June 21-24/1999. pp. 2
- Ghana Statistical Service, (2010). *Provisional National Population and Housing Census Report*.
- Heyneman, S. P. et al (2009). *Review of Basic Education Quality in Ghana: Progress and Problems -Final Report*. USAID, Washington D.C.
- IFAD (International Fund for Agricultural Development), (1999). *Participation: People behind the Projects*, Rome. pp. 4
- Lockheed and Associates, (1991). *Improving primary Education In Developing Countries*, World Bank, Washington D.C.
- Log book of Akorley D/A basic school.
- Long, C. (2001). *Participation of the Poor in Development Initiatives: Taking Their Right Places*, London and Sterling: Earth Scan Publications Ltd.
- McCracken, J. R. and Narayan, D. (1998). *Participation and Social Assessment Tools and Techniques*. World Bank. Washington D.C.
- Michner, V.J (1998). "The participatory Approach: Contradiction and Cooption in Burkina-Faso," *World Development, the Multidisciplinary International Journal Devoted to the Study and Promotion of World Development*. vol. 26.No. 12
- Mutangadura, G.B. and Lamb, V.L (2003). "Variation in Rates of Primary School Access and Enrollment in sub-Saharan Africa: A pooled Cross-Country Time Series Analysis," *International Journal of Educational Development*. Vol., 23, No 4, Elserier science Ltd. pp. 369
- Oakley, P. et al. (1991). *Projects with People: the Practice of Participation in Rural Development*, ILD, Geneva.

- Parasuraman, A. (1986). *Marketing Research*. Reading: Addison-Wesley Publishing Company.
- Paulos Rike, (1996 E.C). “*Introduction to School Community Participation, Training Manual.*” Awassa College of Teacher Education, Awassa.
- Pilot, D. F. & Hungler, B. P. (1995). *Nursing Research: Principles and Methods*. 5th ed. Philadelphia: J. B. Lippincott Company.
- PMI (2008). *A Guide to the Project Management Body of Knowledge*, Fourth Edition. Global Standard, New Town Square Pennsylvania, 19073 – 3299: USA.
- Pretty, J. et al (1995). *Participatory Learning and Action: A Trainer’s Guide*. London: IIED.
- Psacharopoulos, G. and Woodhall, M. (1985). *Education for Development: an Analysis of Investment Choices*, a World Bank Publication, Washington D.C.
- Sarantakos, S. (2005). *Social Research*. 2nd ed. London: Palgrave Publishers Ltd.
- Sekaran, U. (2000). *Research Methods for Business* (3rd Edition). New York: Hermitage Publishing Services.
- Singh, K. (1999). *Rural Development: Principles, Policies and Management*. 2nd edition. New Delhi: Sanga Publications India Ltd. pp. 84
- Tilak, J.B.G. (1989). *Education and its Relation to Economic Growth, Poverty, and Income Distribution Past Evidence and Further analysis*. New Delhi: Sage Publications.
- Tilak, J.B.G. (1994). *Education for development in East Asia*. New Delhi: Sage Publications.
- Todaro, M. (1994). *Economic Development*, 5th edition. New York: Longman London. pp. 363
- UNECA, (1990). *International Conference on Popular Participation in the Recovery And Development Process in Africa: African Charter for Popular Participation in Development and Transformation, Arusha, United Republic of Tanzania, February 12-16, 1990*, E/ECA/Cm.16/11. Addis Ababa. pp.15
- UNESCO, (2002). *Education for Rural Development in Asia: Experience and Policy Lessons, FAO/ UNESCO Seminar*, Bangkok, Thailand, Nov, 2002, IIEP. Paris. pp. 76
- UNESCO, (2009). *Targeting Education Funding to the Poor: Universal Primary Education, Education Decentralization and Local Level Outcomes in Ghana*, 2008. New York University. pp. 2
- World Bank, (1990). *A World Bank Policy Paper: Primary Education*. Washington D.C.
- World Bank, (2000). *Can Africa Claim the 21st Century?* Washington D.C. pp. 103

Wuysocki, et al. (2000). *Effective Project Management*, Second edition. Clemnati Loop: John Wiley and Sons (Asia).

KNUST



APPENDIX I (MAP OF YILO KROBO MUNICIPALITY)

KNUST



The map displays the Volta region of Ghana, with the study area highlighted in a red box. The study area is located in the northern part of the Volta region, near the border with Burkina Faso. The map shows the Volta River and the Benue River, as well as the Ghana-Burkina Faso border. The study area is situated near the town of Nalerigu. The map also shows the location of the study area relative to the Volta region and its proximity to the Benue River and the Ghana-Burkina Faso border.

Source: Millennium Development Authority (MiDA), (2010)

APPENDIX II (QUESTIONNAIRES)

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

INSTITUTE OF DISTANCE LEARNING

RESEARCH QUESTIONNAIRE

I would greatly appreciate it if you could complete this questionnaire to elicit your views on community participation in promoting quality basic education in Akorley D.A School in the Yilo Krobo Municipality of the Eastern Region of Ghana. This questionnaire is designed to help you assess the community's activities in the school. The data collected will be used for research purposes only and the anonymity or confidentiality of respondents is guaranteed.

SECTION A

BACKGROUND OF RESPONDENTS

1. Name of school/community:
2. Sex Male ☐ Female ☐
3. Marital Status: Married ☐ Unmarried ☐ Divorced ☐ Widow ☐
Widower ☐
4. Age of respondent: 20- 29 ☐ 30 – 39 ☐ 40 – 49 ☐ 50 and above ☐
5. Educational qualification: Diploma ☐ First degree ☐ Master degree ☐
others.....
6. Office held.....
7. How long have you been in this school: 1 – 5 ☐ 6 – 10 ☐ 11 – 15 ☐

SECTION B

Please choose the appropriate response to each statement below by ticking Very High (VH) High (H) Moderate (M) Low (L) Very Low (VL). If there is a line beside the questions, I want you to write in the answer or the information requested.

Statement	VH	H	M	L	VL
8. The participation of the community in providing school building (class room and office) for pupils and teachers					
9. Community's participation in providing adequate furniture for teaching and learning,					
10. The role of the community in providing accommodation (teachers' bungalow) for teaching staff.					
11. The community's participation in providing portable water for the school.					
12. Participation of community in school activities like communal labour					
13. Involvement of SMC in decision making					
14. Involvement of PTA executive in decision making					
15. Acceptance of suggestions from community members					

16. Financial support given to the school by the community					
17. Supervision of teachers work by SMC and PTA executive members					
18. Provision of supplementary teaching and learning materials to the school by the community					
19. Community-Teacher relationship					
20. Monitoring of school children to study after school hours by the community					
21. The community's role in ensuring pupils regularity in school					
22. Regularity of community members visits to teachers					
23. Attitude of parents towards their children's education					
24. Government-Community-Teacher relationship					
25. The community's involvement in the construction of school canteen for the school feeding program					
26. Community's interference in teaching and learning					
27. Encroachment of school land by community members					
28. Level of these factors that negatively influence community participation in the school:					
a. Weak democratic tradition					
b. Socio- cultural barriers					
c. Language barriers					

d. Lack of exposure and experience on public affairs					
e. Lack of confidence and trust due to previous negative experience					
f. Lack of awareness on the value of community participation					
g. Community attitude that education and other development matters are only the responsibility of the government and other organizations					
h. High level of poverty and illiteracy.					
29. Level of these mechanisms used to enhance community participation in the school:					
a. Sharing of information					
b. Consultation with community leadership					
c. Joint assessment and evaluation					
d. Decision making					
e. Collaborative work (taking principal responsibility for implementation of school projects)					
f. Ownership of the school					
g. Sensitization of parents on the need to educate their children					

APPENDIX III (INTERVIEW GUIDE)

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

INSTITUTE OF DISTANCE LEARNING

INTERVIEW GUIDE

This guide will help elicit information about your views on community participation in promoting basic education in Akorley D/A School in the Yilo Krobo Municipality in the Eastern Region of Ghana.

1. Name of community.....
2. Occupation
3. Marital Status: Married [] Unmarried [] Divorced [] Widow [] Widower []
4. Sex: Male [] Female []
5. Age of respondent: 18- 29 [] 30 – 39 [] 40 – 49 [] 50 and above[]
6. Educational Background: Primary [] JHS [] MSLC [] SHS [] others (please specify).....
7. Causes of Lower Students' Participation;
 - a. Low household income. Yes [] No []

- b. Dry season. Yes [☐] No [☐]
- c. The need for child labor. Yes [☐] No [☐]
- d. Limited capacity of Schools. Yes [☐] No [☐]
- e. Long distance to schools. Yes [☐] No [☐]
- f. Poor school physical facility. Yes [☐] No [☐]
- g. Cultural barriers (abduction, early marriage etc.). Yes [☐] No [☐]
- h. Parents' low awareness of their children's schooling. Yes [☐] No [☐]
8. Activities Performed by the community to Increase Participation;
- a. Class rooms were provided to increase the intake capacity. Yes [☐] No [☐]
- b. The supply of additional educational materials improved. Yes [☐] No [☐]
- c. The awareness of the community to send their children to school was raised.
Yes [☐] No [☐]
- d. Awards were given to better achieving students. Yes [☐] No [☐]
9. Measures taken to Increase Girls' Participation;
- a. Provision of educational materials. Yes [☐] No [☐]
- b. Establishment of girls advisory committee. Yes [☐] No [☐]
- c. Creation of parents' awareness about the importance of girl child education.
Yes [☐] No [☐]
- d. Tutorial class arranged for girls. Yes [☐] No [☐]
- e. Female teachers were assigned to serve as role model. Yes [☐] No [☐]
- f. Incentive provided for better performing girls. Yes [☐] No [☐]
10. Support of the community to Improve Leadership;
- a. The active involvement of the community in school activities was enhanced.
Yes [☐] No [☐]

- b. Head teacher was made to get better authority necessary to manage and improve schools instruction. Yes [] No []
- c. The efficient utilization of school resources was improved. Yes [] No []
- d. The awareness and understanding of community representatives on school management was raised. Yes [] No []

11. Are the teachers being motivated by the community?

Yes [] Sometimes [] No []

12. The Activities made To Motivate Teachers;

- a. Teachers' residence built. Yes [] No []
- b. Class size reduced by building additional class rooms. Yes [] No []
- c. The problems of instructional materials minimized. Yes [] No []
- d. Raised the awareness of local community with regard to the status of teachers. Yes [] No []
- e. Award teachers for better performance. Yes [] No []

13. The contribution of the local community was: Money [] Labour [] Material (wood, stone, sand etc.) [] All kinds []

14. What are the factors that affect community participation in the school activities?

.....

.....

.....

.....

15. What mechanisms can be used to enhance community participation in the school activities?

.....

.....

.....

.....