UNIVERSITY OF CAPE COAST

IMPROVING COMMUNITY PARTICIPATION IN ADMINISTRATION OF

NEWLY ESTABLISHED SENIOR SECONDARY SCHOOLS IN THE EASTERN

REGION THROUGH INTENSIVE PUBLIC EDUCATION

BY

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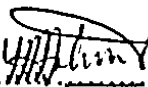
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APRIL 2004

CANDIDATE'S DECLARATION

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in the University or elsewhere.

Candidate's Name: Felix Asante-Annor   Signature:................   Date: 03-02-04

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Name: Mr. Y. A. Ankomah   Signature:................   Date: 05-04-2004

ABSTRACT

The study was an action research to help improve community participation in the Administration of newly established senior secondary schools in the Eastern Region through intensive public education. The data for the study were collected from five selected community senior secondary schools with a sample size of 100 at each of the data gathering stages of the study. There were 20 respondents from each community made up of 7 from the schools and 13 from among the citizens in the towns. The duration for the study was one academic term.

The data gathering instrument for the study was a questionnaire, which was used to gather data at both the pre-intervention and post–intervention stages. The pre-intervention data were meant to determine the real nature of the problem envisaged as it existed between the school and community members. The data results were analysed by using simple percentage of the responses. The most outstanding finding during the pre-intervention stage was that some of the newly established schools in the Eastern Region were experiencing poor community participation and undue interference by some of the community members.

On the basis of the findings from the pre-intervention data, an intervention was put in place, which included, among others, the sensitization of the community members about their roles and responsibilities towards their schools and their wards' education. The post-intervention data were collected and analysed to find out the extent to which the intervention had helped to change people's perception and attitudes towards improving the situation.

It was found that when regular public education was organized in the selected communities for opinion leaders and community members, community participation in the administration of the schools improved. Among the recommendations made is

that, there is the need to continue educating members of the community on their regular involvement in the schools' administration for the development and proper management of their schools.

ACKNOWLEDGEMENT

DEDICATION

This dissertation is dedicated to the whole of the Asante Amoa family and to the memory of my late son Kofi Asante Amoa.

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CHAPTER 1

INTRODUCTION

Background to the Study

From pre-colonial times to the present, various governments in Ghana have made frantic efforts aimed at the development of education in the country. This is based on the fact that education is considered universally to be the bedrock of development. According to Opare (1999), education today is recognised the world over as the single most important social institution that influences and is influenced by other social institutions. It is recognised that the social, economic, political and cultural development of nations depend on the quality and level of education their citizens have. The crucial role played by education in developing human resources for both personal fulfillment and social advancement, is an indisputable fact recognised the world over (Anamuah-Mensah, 1995, Kwapong, 1993).

The provision of education for the development of human faculties takes various forms among which are formal in-schooling, on-the-job training and adult literacy programmes (Ankomah, 1998). One of the most important duties of a state is therefore to ensure the supply and maintenance of an adequate system of education for all children living in it. Indeed various efforts have been made over the years by Governments to create access to education and strengthen it's administrative structures.

On the attainment of independence, Ghana, like many other African and developing nations, embarked on an education expansion programme. The Accelerated Development Plan of Education of 1951, and the Education Act of 1961 were both meant to increase access to education (Graham 1976). The same objective guided the New

Education Reforms in 1987, which were to predispose the children at the basic level of schooling to basic skills so that the skills could be improved upon when they leave school. In furtherance of this objective, the curricula were expanded to include Technical, Vocational, Business, Agricultural Science, General Arts and Science. The reforms enabled more pupils to gain access into secondary schools. It was realised that the then existing secondary schools could not absorb all the graduates from Junior Secondary Schools, yet Government wanted to place secondary school education at the door steps of Ghanaians qualified to enter that level of education. As a result of this noble intention, community senior secondary schools were brought into existence.

According to the Ministry of Education (1988) community participation should have impact in educational objectives. It states clearly that,

> the community participation would ensure that there are adequate
>
> and fairly-distributed infrastructural facilities for the increased
>
> number of students who will need admission to Senior Secondary
>
> Schools and also to ensure that as much as possible they attend
>
> day schools to cut down costs.(p.1).

According to the Ghana Education Service (1991), communities which have applied for the opening of new senior secondary schools in their localities or the absorption of existing private schools into the public system as senior secondary schools, were to have some basic facilities in their respective institutions.

Basic facilities which should be available are:

i.   Classrooms

ii.   Classroom Furniture

iii.   Workshop / Laboratories

iv.   Office for the Headmaster and the Assistant

v.   General Office

vi.   Library

vii.   Staff common room

viii.   Playing field

ix.   Toilet, water, electricity

x.   Residential accommodation for staff

Additionally, the minimum number of students within the catchment area for a school, covering approximately 8 miles (12.8 km) radius should be 60 or more. Another consideration was whether there are other senior secondary schools nearby which would not make the new school viable.

In recent years, according to Owusu (1998), a more effective practice of the policy of decentralization, coupled with development of the community school idea in Ghana has placed a greater amount of financial responsibility on Local Authorities. They are responsible for the provision and maintenance of school buildings, furniture and supply of other forms of equipment for basic schools and to some extent for secondary schools, especially newly established community secondary schools.

Collins (1998) defines administrative work as the work of managing and supervising a company, institution or organisation. Performance is how well they do or how successful they are. Administrative performance is therefore how an administrator can function well in managing and supervising an institution to have a successful outcome. The administrative work among others are supervision, management of resources, human, material, financial and time communication, staff development in-service training, and human relations with community. Administrative performance is

important in every administration. Sidhu (2000) says, it is the role of educational administration to define the functions of the school necessary for the fulfillment of aims and objectives of education. It is when the school administration is working efficiently and effectively that the objectives and goals of the school could be achieved. Community participation in the administration of a school is vital. If communities are actively involved in the educational development and management of schools headmasters would be motivated to perform more effectively.

Since the inception of the newly established community senior secondary schools, community participation has been emphasised by the government. As cited in Ghartey Associates (2002), "Government in the past did not involve the communities in the design, planning, implementation and management of education. For effective management and sustained development, however, the communities should be actively involved in the design, planning, implementation and management of education" (p.13). According to Asiedu-Akrofi(1978), the essence of community participation is that the people become aware that the plan is their own and they would be committed to it's success. When local people are engaged in the educational decision-making they are likely to encourage some programme that emphasizes their culture. There would be co-operation between the schools' administration and the community, which would forge a good working relationship in the administration of the school. The members of the community would develop a sense of identity with the school and would want to own it.

Community participation in education is in line with the decentralization policy of the Ghana Government. The policy of decentralization was meant to shift significant responsibilities, authority and accountability to the district and school level. Frempong (1999) says that decentralization involves the transfer of powers and functions from the

national to the regional, or district level or local or from a higher-level authority to a lower or near local centres. This would strengthen district capacity building. The local government reforms which began in 1988 was aimed at transferring powers of the Central government in order to promote popular participation in development. The Local government Act 462 further emphasizes government's resolve to eliminate over centralization of government functions.

The Ghana Education Service (GES), in it's own internal re-organisation, in line with the policy of decentralisation, has had to delegate more management responsibility from the Headquarters to the Regional, district and school levels. With the concept of decentralization, community participation in educational delivery activities would be effective. In the long term, it would encourage the utilization of resources at the local level and lead to community development.

Statement of the Problem

In the Eastern Region, 29 community senior secondary schools were established in addition to the existing 44 senior secondary schools. Among the community senior secondary schools established are Oyoko Methodist, Mangoase, Asafo Akyem, Klo-Agogo and Suhum Presbyterian Secondary Schools. From casual observation, some of the Heads of the newly-established community senior secondary schools in the Eastern Region were experiencing undue interference as a result of communities' frequent use of school facilities like classrooms, school bus, playing field, places of convenience, and school furniture.

Owing to their initial material and financial support in establishing the schools, the communities have assumed that the schools are their own property and exercise

undue influence and interference. There are reported cases of community members including chiefs and assembly members, forcibly demanding the use of school vehicles for funerals and calling on the Regional Director of Education to dismiss some workers because they do not hail from the community. Some Headmasters are pressurized by opinion leaders in the community to admit students including those with poor examination results. On the other hand there is low attendance to Parent Teacher Association (PTA) meetings by parents and other community members and lack of commitment towards their ward's education.

The lack of co-operation from the communities have hindered the efficient and effective community participation in the administration of newly established senior secondary schools in Eastern Region. A major issue therefore is how to improve community participation to ensure harmony in the community senior secondary schools. Against this background, the study aims at improving the state of affairs of poor community participation in the newly established community senior secondary schools in the Eastern Region through regular public education.

Purpose of the Study

The research is intended to find out the extent to which some newly established schools in the Eastern Region of Ghana are experiencing poor community participation including undue interference by some community members and to effect an intervention to improve the situation through regular public education. Specifically, the study aims at finding out the baseline situation of poor community participation in newly established senior secondary schools in the Eastern Region and organising regular public education in those communities as an intervention to help change people's perception and attitudes to improve the situation.

Research Questions

The following Research questions were constructed to guide the researcher.

1. What is the extent of commitment of parents and community members in supporting schools within the communities and participating in affairs of the schools?

2. How far are parents and community members co-operating in the development and management of the school?

3. To what extent are communities using school facilities?

4. Would regular public education help improve community participation in senior secondary school administration?

Significance of the Study

It is hoped that the intervention put in place in the various community senior secondary schools would help to foster good community relations between headmasters, and teachers and entire communities. It would thereby enhance efficiency in the performance of heads of the affected schools. Furthermore, the study would open more avenues for future research into roles played by communities to improve school community relations.

Delimitation

The study was conducted in five selected community senior secondary schools in five districts in the Eastern Region of Ghana. These schools were selected due to their geographical location within convenient radius from the regional capital. This action research, which is restricted to the selected schools, would thus yield valid and valuable results .

Limitation of the Study

There is one major limitation that could likely affect the study. The time available for the study was only one academic term which was not adequate for such an action research. The limited time span might not make it possible to realise the impact of the intervention adequately enough. Thus the reliability of the result could be affected.

Definition of Terms

Community. A group of people inhabiting a village or town or sub-division of it, who for purposes of education are united to build and operate for their children. They include parents, teachers, chiefs, elders, assemblymen, youths, religious organisations, local council and quasi-government bodies.

Participation. This specifically refers to the involvement of communities in the Provision of human and material resources in their school development and administration.

Administration. It refers to Managing and Supervising the senior secondary school.

Community Animation. It is a non-directive process of supporting informed decision-making and action by the community to plan, develop, implement and manage education facilities as well as teaching and learning outcomes.

Community Mobilisation. This is bringing people within a community together, equipping them with knowledge, attitudes, skills and resources (financial, human, material) to enable them perform tasks as expected of them.

Decentralization. This refers to the transfer of powers and functions from the national to the local level.

REVIEW OF RELATED LITERATURE

This chapter provides the theoretical perspective and the empirical bases for the study. The theoretical perspective reviews theories on Administrative Management and Human Relations as well as approach in administrative theory, behavioural science, contingency management and scientific management. The empirical works reviewed.

Importance of school and community relationship

Kinds of school-community relationship

Decentralization Policy

How to achieve success in school administration through community participation.

Community participation in the secondary school programme.

Administrative Management Theory

In the 20th century, Administrative Management theory was developed to concentrate on upper level administration and worked downwards on the organizational hierarchy. The major proponents were Fayol (1841-1925), Gulick (1985) and Urwick (1987). According to Fayol's Administrative Management Theory (which was cited by Atta, Agyenim-Boateng, Baafi-Frimpong, 2000), this is an approach that explains managers' responsibilities according to the general principles of management for planning, organizing, commanding, co-coordinating and controlling. Later Gulick (1981) and Urwich (1987) attempted to further elaborate the process into seven elements as planning, organising, staffing, directing, co-coordinating, reporting and budgeting. For an Administrator to be effective and efficient, there is the need to adopt major functions in the administrative process.

Human Relations Approach in Administrative Theory

Human Relations constituted the second major approach to administration. Mary Parker Follet (1886-1933) cited in Atta et al. (2000) believed that the fundamental problem of any business organisation or an educational system is the development and maintenance of dynamic social and human relationships. To her, it is important to give consideration among members of the group. In addition, the theory says that conflict was not necessarily wasteful but a normal process by which social valuable differences register themselves for enrichment of all concerned. A research by Mayo (1924) revealed that neither wage incentives alone nor change in physical working conditions could explain the amount of output in organisation. From experiments, administration could be viewed more as a social process than as the mechanical manipulation of production factors.

The Human Relations Approach to Administration concept asserts that Administrators work with and through people in order to accomplish the purpose of the organisation. From the perspective of the Human Relations movement it is noted that in the school there would be formal and informal groupings based on factors such as age, sex, subjects, religion, cultural values, attitudes and so on that need to be recognized and effectively utilized for the attainment of goals.

Behavioural Science Approach

According to Atta et al. (2000) the Behavioural Science Approach uses inter-disciplinary and scientific procedures to study observable and verifiable human behaviour in organisation. This means that as an administrator, one has to draw knowledge from

such areas as psychology, sociology, economics and culture, to be effective and successful in one's job.

Contingency Management Theory

One of the early proponents of Contingency Management was Fieldler (as cited by Allen, 1985). Fiedler argues that managers or administrators should adapt their leadership behaviour to accommodate different situations or alternatively, should be assigned to situations that suit their leadership styles. According to Atta et al. (2000), the contingency management theory is based on the premise that situations dictate managerial action. That is, different situations call for different approaches. Rather than suggest "one best way" to manage school administration, contingency management theory implies that there are many effective ways to behave as administrators, each depending on the circumstances of the work environment. As an administrator of a school, one should adopt the situations and circumstances that would determine a solution to a problem.

Scientific Management Theory

Frederick Winslow Taylor (1856-1915) revolutionized industrial processes by making a systematic study of work and scientifically developing methods of production. As cited by Stonner and Freeman (1992), Taylor believes that both companies or organizations and workers would benefit from more systematic work methods, higher productivity, and efficient management processes. As a major management approach, it focuses on standardized work methods and rational selection of employees coupled with training and job development.

Scientific management has become a method of maximizing efficiency by the study of individual jobs and establishing optional standards of performance. Workers are hired to fill those jobs based on their skills. Taylor also is of the opinion that money motivates employees to work harder and he developed the concept of piece-rate work whereby a person is paid for each piece of work completed or each operation accomplished. Thus in the administration of a school, workers in a school and community members who have contributed immensely to the success and development of a school, would need to be rewarded during such occasions as speech and open days. Workers with long and meritorious services would need to be accorded the recognition and be given prizes as incentives. This would motivate them to work harder to help in the achievement of administrative objectives or goals.

Importance of School and Community Relationship

The proper education of the child is the joint effort of the school, home, the community and government in order to achieve the goals set (Ottaway, 1985). According to Thompson (1987) the integration of the school with the environment, means trying to make the school a motive force in the grass-root community. The school should not be a foreign body within the community but an emanation of it, organizing itself steadily for the community development.

Many writers are of the view that participation of community in school is a healthy relationship. White (1982) says that, community participation in school generally brings about improvement in social development, effective management and teaching and learning outcome. White has a belief that school and community relationship would allow the government agency preserve funds for more development projects. Competent people would be involved in the planning and execution of development projects. He

believes also that participation makes more services to be given at lower costs. He feels people tend to have a sense of satisfaction in participating to implement a project they know will affect them. To him participation leads to a sense of responsibility for a project. If people are involved in planning, decision-making and implementation of a project, they will collectively consider the completed project as theirs.

Ghartey Associates (2002) also shares the view that for effective management and sustained development in schools, communities should be actively involved in the design, planning, implementation and management of education. The school is set up to achieve definite ends. According to Shipman (1975), education is the process of preparing people to fit into this complex social structure and to play particular social roles as members of more than one institutional group. In the school, children acquire knowledge, skills, cultural values, attitudes and moral behaviour, which prepare them for responsible adulthood. There is therefore the need for every community to collaborate with the school authorities to bring up and educate its children to be useful to the community and their social well being.

According to Asiedu-Akrofi (1978) the school is a miniature society. Life in the school must therefore reflect the people among whom the school is situated. The school is sponsored by the community for the teaching of basic skills necessary for economic survival. The following are the essence of community participation postulated by Asiedu-Akrofi:

1. When local people are engaged in the educational decision-making they are likely to encourage some programmes that emphasize their culture:

2. There would be a co-operative system of relationship between the school and the community, a system in which information flows from both sides

in a distortion -free atmosphere. The members of the community develop a sense of identity with the school and would want to be influenced by it.

3. The school is a social institution specially brought about to perpetuate society's values, ideas, norms and beliefs. If there are cordial relations between the school and the community this role of the school would be maintained.

4. Children in the school come from the communities the school serves. The communities would be more committed to their children's education.

5. Schools are instruments of change. Parents therefore have a right to know or be informed about the changes in the world of knowledge and the transforming influence of their wards. This will enable them advise their children intelligently.

6. There are queer ideas about the schools. Changes that go on in the school are never properly interpreted and not even communicated to the members of the community. These are necessary pieces of information that an informed society should have.

7. The community would give financial support to the schools in fundraising activities in the development of projects.

8. Good community participation would bring the home and school together in meeting the needs of the children. Children would grow better off than their parents in terms of employment opportunities, prestige, good living conditions, etc.

The Ministry of Education (1994) has declared that the management and supervision of schools can no longer remain the monopoly of the Ghana Education

Service (GES), and that systems should be put in place to effect the transfer of ownership of public schools from the Ministry of Education / Ghana Education Service to the communities in which the schools are physically located. Communities are to construct classrooms, provide furniture and ensure that all children of school going age in the community attend school, monitor teachers' performance and participate in the management and supervision of the school.

The Ghana Education Service Guide (2000) affirms that community participation would help curb the incidence of the interference in the admission process and general school administration and its negative impact but positively assist in the provision of school infrastructure, teaching and learning materials and also help instill discipline in the schools. Good school-community relations reinforce people's belief in education. One dependable way of getting the public to have confidence in education is providing quality instructional programme for the children.

Kinds of School-Community Relationships

Different school communities have different relationships. Jones and Stout (1960) have briefly categorized them as follows:

a. The School as a Closed System

This type of relationship is very common in African countries. In this type, the school and the community exist as separate entities; they have different functions and so it is not the business of one to interfere with the affairs of the other. The school officials consider it their privilege to run the schools while community members just look on. The school has a different perception of the community and vice versa.

b. <u>Interpretation System of Relationship</u>

This kind of relationship is also common in Africa. In this case, members

of staff and Headmasters communicate with the public on such issues as

school activities, programmes, needs and aspirations, but they still do not

seek to know about the communities they serve. People in the community

have, along the years, come to cultivate such reverence for staff and

students that they do not even question school practices that affect them.

The school takes advantage of this ignorance and does not attempt to

change these attitudes of the people in the community. The community is

left to interpret the information they receive in any way they want. For

example, parents in such communities may even be seen carrying their

wards and children to the school to be punished even though the offences

were committed at home.

c. <u>The Co-operative System of Relationship</u>

This is a kind of relationship in which there is constant involvement of the

community in school affairs, they point out. They continue that it can be

described as a post-independence intervention in school organization in

Africa. It is one of the marks of shift of emphasis from religious education

to the secular one. The system is characterized by the flow of information

from both the school and the community in a distortion- free atmosphere.

Members of the community develop a sense of identity with the school

and they want to be influenced by it. Its open climate makes it the opposite

of the closed system. Governments, teachers and interested parties in

education of the future generation will have to fight relentlessly to

establish this kind of relationship before the school can be said to have taken its proper place in the community.

Decentralization Policy

Decentralization involves the transfer of powers and functions from a higher level of authority to a lower level (Frimpong, 1999). According to Appleby (1987), this is the situation where ultimate authority to command and ultimate responsibility is localized as far down the organisation as efficiency permits. Decentralization is closely related to delegation of authority and is concerned with what should be transferred down, what policies are needed to guide action and the need to train and select people and control their actions. However, the degree of decentralization to be adopted is not easy to be determined. Some decisions must be taken locally while others have to be taken at the higher Management must decide on what are the special decisions have to be made at the higher level and what have to be delegated. The degree of decentralization may be said to be greater where:

(a) The greater number of and more important decisions are made lower the hierarchy.

(b) Less checking is needed on decision especially where a few people are to be consulted.

(c) The greater number of functions affected by the decision are made at the lower level.

Asibuo (1994), talking about community participation in a decentralization system, explains the concept of decentralisation as the "transfer or delegation of legal and political authority to plan, make decision or manage public functions from the national level to an organisation or agency at sub-national level" (p.4). Such transfer is "generally assumed to allow development efforts to respond more expeditiously to local needs"

(p.5). Asibuo maintains that this would encourage grass-root participation in all aspects of the administration of the rural communities.

This would mean

> involvement of the rural people in the identification of their needs, mobilization of local, human and material resources and local implementation of plans to satisfy local needs.... The people also directly take part in District Assembly business either through meetings or as Assembly members (p.5).

The concept of decentralization as explained by Stoner and Freeman (1992) is "the extent to which authority, accountability and responsibility can be passed down to the lower level" (p.362). They further said decentralization "is the delegation of power and authority from higher to lower levels of the organisation often accomplished by creation of small self-contained organizational units" (p. 362).

The Ghana Catholic Weekly Standard (1997, Nov) in the editorial captioned, "Decentralization Policy - How Effective?" explains that decentralization means "to deviate from concentrating ownership, and for that matter, all decision-making process in the hands of central government." The paper observes that this makes for easier or more effective governance of the country by the creation of District Assemblies to be representative of the people at the grass-root level. The Daily Graphic on 14th August 2002 quoted President Kuffuor as saying that the government's support to the decentralization process is to ensure that democracy at the grass-root was well nurtured and implemented.

Benefits of Decentralization

The need for decentralization arises from the growth and complexity of the organisation. Halliday(1993) points out that "as the organisation grows and becomes complex a centralized administration system cannot fulfill it's functions effectively" (p.26). He asserts that while policy continues to be formulated at the centre, their implementation tasks should be delegated to the Regional, District and Local Units. The more local the decision-making process the more likely the Education Service is able to function meaningfully and in response to community needs.

Stoner and Freeman (1992) argue that most advantages of delegation can be taken as proxy for the benefits of decentralization since delegation is a tool of decentralization. Hence they recognized the following as benefits that accumulate from decentralization:

i.   It allows Managers or Chief Executives to function with maximum effectiveness for the organisation. Managers at the local level are in a position to easily identify problems on the ground and develop strategies to tackle them.

ii.   It speeds up decision-making since sub-units are authorized to make necessary decisions on the spot.

iii.   It commits sub-units to accepting judgement and accountability of their action. This serves as a means of training for the subordinates/heads of units.

According, to Atta-Quayson (1993) decentralization of education provides community participation in the management of education. He, however, argues that decentralization may lead to problems of corruption since accountability could become difficult. Everard and Morris (1990) called for Local Management in school Initiatives on

the grounds that "it controls cost of teaching and non-teaching staff, maintenance of school facilities, the supply and use of educational materials, the use of any income they can raise" (p.213).

Anthony, Robert and Dearden (1989) recognise the following as advantages for decentralization.

i.   The speed of operating decisions would be increased since many decisions do not have to be referred to the Headquarters.

ii.   Quality of decisions may be high because the decision-makers are more familiar with the situation on the ground.

iii.   Headquarters management may be relieved of day-to-day decision and can concentrate on higher-level activities.

iv.   Line-managers, with fewer co-operate restraints, would be free to use their imagination and initiatives.

v.   Division provides an excellent training ground for the manager, since the divisional manager will have opportunity to be trained in all functional areas by being exposed to the different types of work.

Peterson (1997) maintains that decentralization can strengthen democratic participation in government. He further explains that decentralization of ordinary citizens helps them take part in local government. His second reason for decentralization centres on the improvement in the "quality and coverage of local and public services" (p.1). In the school situation it ensures supervision and thus the quality of teaching and learning. Peterson draws the implication that "proponents of decentralization often say that they want to shift government closer to the people" (p. 13).

Paterson (1997) continues to say that decentralization is a process of running an organisation or company or state affairs that facilitates grass-root participation in decision-making and it's implementation. In education it gives the various school communities the opportunity to take the lead, within the framework of national education policies, to determine the needs of their schools and help in the realization of their needs. Since the communities are involved in deciding for the schools, it will help to identify what goes on in the training of their children in order to shape the future for them. Local school initiatives have also facilitated the management of schools.

How to Achieve Success in School Administration Through Community Participation

Sowa, Akapame and Kotobridja (2001) have noted that improving relationship between the school and the community is one of the administrative and managerial functions of the Heads of the Senior Secondary Schools. Heads should see to it that the members of their communities become partners in the educational development of the child. In view of this, to achieve effective and quality education, the community in which the school is located should work in harmony with the school authorities in the upbringing of students.

According to Asiedu-Akrofi, (1978), the Parent-Teacher Association (PTA) is intended to unite the home and school for the good and welfare of the children. The association can establish a good relationship between the school and community through regular meetings with school authorities, to discuss matters related to school discipline. During such meetings problems affecting discipline and the general climate of the school are brought forward for general discussion. Asiedu-Akrofi further says, the teacher's knowledge of students and their background would help in maintaining discipline. The

teacher understands better the feeling and thinking of his students and therefore is able to analyse as well as treat the problem of discipline in the school.

In order to salvage the education system from further decline so that it can play its deserving role in the national development, the only viable alternative to the implementation of the education programme is community participation (Ministry of Education, 1987). The successful implementation of the New Education Reforms was strongly hinged on parental and community participation. Theinvolvement of the local communities maternally, financially and morally, financial and moral involvement in the New Educational Reforms is likely to succeed when the community and the school are allowed to work on mutual co-operation with transparency.

Thompson (1987) cited four main areas in which school Administration can achieve success through community participation as follows:-

1. Efforts to increase the relevance of the education provided to the young through environmentally related curriculum reform.

2. Efforts to involve the community more effectively in the activities of the school in order that it may be the school of the community and not merely a school for the community.

3. Efforts to serve the community directly and to meet the learning needs of all it's members.

4. Efforts to develop the school as a community, both as a microcosm of the external community and as a functioning part of that wider community.

According to Sidhu (2000), the school will serve as a miniature society within the community, but at the same time it will give new direction to the people and the

community. It will act as a watchdog against social generation. By enhancing it's own

status and contribution it will enhance the status of the community as a whole.

Community Participation in the Secondary School Programme

Dofour (1991) conducted a study in the Sekyere East District of the Ashanti

Region to find out the efficiency and effectiveness of community participation in areas of

education, conscientisation, funding, communal labour, and governments supply of

inputs. The research showed that community participation was low. Most local

functionaries had not been educated on the programme. Hence they could not

conscientize the people to understand and accept the programme. Enthusiasm and

funding were, thus, low. Communal labour was poorly and unwillingly attended. Forced

labour and punishment at defaulters became rampant. Local politics and activities at

some functionaries hindered rather than promoted the implementation process.

Dofour (1991) suggested that to improve on community participation, there is the

need for a massive community education and conscientization programme to entice all

for the implementation. The current spate of poverty in the communities could be

eliminated by controlling inflation and unemployment. Unauthorized ad hoc dues should

be checked. The government must reinforce the potential of the communities to make

them self-reliant in the solution of their own problems. Authentic participation should be

encouraged. Intensive participatory seminars are necessary and nothing should be

vertically imposed. Dialogue should be the hallmark of participatory programmes.

Socio-economic divergences of different communities could be considered, for equitable

provision of funds and equipment. The reality of the situation, then demands that the

communities are brought in to support the state in educating its citizens for national

development.

Summary

The review has shown that the administration works through people in order to accomplish the purpose of the organisation. Also when workers are motivated, they would work harder towards the achievement of administrative objectives. It was also revealed that the proper education of the child is the joint responsibility of the school, parents and community members. But the research work by Dofour (1991) has shown that community participation in secondary school was low while communal labour was poorly and unwillingly attended. To improve on community participation in the administration of schools, it was suggested that there was the need for a massive community education and conscientization to entice the community members to become interested. As suggested in Dofour's study, the current study is aimed at improving community participation in educational provision through intensive public education.

CHAPTER 3

METHODOLOGY

The study is intended to improve community participation in the administration of newly established Senior Secondary Schools in the Eastern Region of Ghana through intensive public education. The chapter discusses the procedures and methods that were followed in the study. The following sub-headings are covered in the chapter:

1. The Research Design

2. The Population of the Study

3. Sample and sampling procedure

4. Research Instrument

5. Administration of Research Instrument

6. Pre-Intervention data gathering

7. The Intervention

8. Intervention Administration

9. Post-Intervention data gathering

10. Data Analysis Plan

Research Design

The study is an action research on "Improving Community Participation of Newly-Established Senior Secondary Schools in the Eastern Region through Regular Intensive Education". The purpose of an action research is to find out whether an intervention adopted would be able to improve or solve social problems through the application of the scientific method and there by improve practice. Agyedu, Donkor, and

Obeng, (1999) define action research as a form of collective inquiry under taken by participants in social situations in order to improve the rationality and justice of their own practices, as well as their understanding of these practices and the situations in which these practices are carried out. It was developed within community development after the Second World War in the area of housing. The method has been widely adopted in education since 1980 for trying to make improvement in educational organizations.

The approach to action research consists of special steps each of which is composed of planning, acting, observing and evaluating. Action research therefore is a way of assessing results whilst operating. The process is repeated because in the social world all variables cannot be anticipated. It is therefore an iterative process.

The study was conducted in the form of pre-intervention, intervention and post-intervention. The duration was one full academic term. The breakdown is as follows:

(i)   First week - collection of pre-intervention information

(ii)   Twelve weeks were used for actual intervention in the organization of regular meetings with parents and community education on their roles and responsibilities towards their wards and community involvement in school activities.

(iii)   One week was used for post-intervention collection of information

Population of the Study

The area of the study comprised community senior secondary schools (selected from five districts) within the Eastern Region. The target population for the study comprised staff and members of the community senior secondary schools in the selected districts.

Sample

Out of the 15 districts in the Eastern Region, five were selected for the study. From each of the selected districts a community senior secondary school was selected. The schools selected were Oyoko Methodist Senior Secondary in New Juaben Municipality, Mangoase Senior Secondary in Akuapem North District, Asafo Akyem St Paul's Senior Secondary School in East Akim District, Klo -Agogo Senior Secondary in Yilo Krobo District and Suhum Presbyterian Senior Secondary School in Suhum -Kraboa/Coaltar District.

The sample consists of 100 respondents from the five communities. They were made up of 35 staff members from the schools and 65 community members from the various communities. There were 20 respondents from each community made up of 7 respondents from each school and 13 respondents from among the citizens in the town. The seven respondents from the school were the Headmaster, Assistant Headmaster, Accountant, P.T.A. Secretary and three staff members. The thirteen respondents from the community were made up of three P.T.A. executive members and three ordinary members of P.T.A., the Chief, Assemblyman, one Unit Committee, one opinion leader, two religious or local members and an educationist.

A sampling method was adopted to select the Headmaster, Assistant Headmaster, Accountant, P.T.A. executive members, namely Chairman, Vice chairman, Secretary and Treasurer, the Chief of the Community, the Assemblyman and the educationist. The P.T.A. Secretaries in the various communities helped in the selection of the three teachers, three P.T.A. ordinary members, Unit Committee Members, one opinion leader and two members from the religious organisation. The above methods were adopted in

the selection of the respondents to enable the researcher obtain a more detailed, accurate and unbiased information for the study.

Sampling Procedure

Five districts from the Eastern Region were randomly selected for the study. In each of the selected districts, a community senior secondary school was purposively selected based on its geographical location, historical background, ethnical grouping and accessibility to the Regional Capital. The respondents from the selected communities were made up of Headmasters teachers and accountants from the selected schools, chiefs, Parent Teacher Association (PTA) members, Unit Committee members, Opinion Leaders, Educationists, Assemblymen and members of Religious Organisations in the selected Communities.

A purposive sampling method was used to select the headmaster, Assistant Headmaster, Accountant, Parent Teacher Association (PTA) Executive members, who are the Chairman, Secretary and Treasurer, the Chief, the Assemblymen, an Educationalist, one Opinion Leader and two members from the religious organizations in each community.

Three teachers were randomly selected from each of the selected community secondary schools other respondents who were randomly selected were three Parent Teacher Association (PTA) ordinary members and one unit committee member from each community.

Research Instrument

The data collection instrument for the study for both the pre-intervention and post-intervention was the questionnaire. The questionnaire was made up of closed-ended questions to elicit information from school administrators in the various

community senior secondary schools on community participation and perception of the community members on how to help improve community participation in the administration of the senior schools.

The questionnaire, which was prepared and administered personally by the researcher consisted of 15 closed-ended items altogether. The respondents were to tick the response that best reflected the extent of their opinion to the statements listed. The statements were given the following values: To a very large extent (5), To a large extent (4), To a little extent (3), To a very little extent (2) and Not at all (1). The items were to elicit from respondents, opinion leaders, school authorities, parents and guardians the level of commitment they find existing among members of the community towards the improvement and development of the community secondary school as a whole, and the extent to which parents and community members were co-operating in the development and management of the school.

Administration of Research Instrument

To ensure maximum return of the copies of the questionnaire at each of the stages, the selected respondents in the schools met together in the staff common room, whereas chiefs and opinion leaders gathered at the chief's palace. The questionnaire was then explained to the respondents. PTA secretaries in the various schools assisted the researcher to contact other respondents at their working places. The items were explained to the respondents. This was to ensure that respondents actually understood the items to enable them to provide the responses most appropriate in their view. The researcher also assured the respondents that all responses would be treated as confidential and would not be used for any purpose other than the academic work they were intended for.

During the pre-intervention stage 100 questionnaires were given out and the same were returned. Similarly, the researcher faced no problem in the administration of the questionnaires at the post-intervention stage. All the 100 questionnaires were returned.

Pre-Intervention Data Gathering

The Pre-intervention data gathering was done in order to obtain a baseline situation of a clear picture of the nature of participation in newly established community senior secondary schools in the Eastern Region. This was to help find out whether public education was an appropriate strategy for improving the situation in the community senior secondary schools.

Intervention Administered

The intervention was instituted and organized for three months. The intervention was put in place in the various communities to help foster good relations between Headmasters and teachers and the entire communities. The intervention was administered as a result of the outcome of the baseline data gathering, which revealed poor community participation in some selected newly established Senior Secondary Schools in the Eastern Region.

The intervention was administered in three phases as follows:

Phase 1: Community Animation and Mobilization

The first phase of the intervention started in May 2002 after arranging for meeting days in the various communities. It consisted of open fora within the various communities aimed at animating and mobilizing the community members towards their effective participation in education. One way of ensuring active participation of communities in their development is the use of community animation, which is a non-

directive process of supporting informed decision-making and action by the community to plan, develop and manage issues concerning the community. The process began by eliciting community member's perspectives on the following: -

1   What is a community?

2.   What issues do members want to address for improving educational planning, management and learning outcomes?

3.   How do communities generally see their roles in educational development and management?

4.   Why do communities show lukewarm attitudes towards educational development and management and how could they be addressed?

It was emphasized that every community, be it small or big must aim at improving the development, management, teaching and learning outcomes of their schools. In the past, government provided facilities and maintained them free of charge. As a result communities saw educational development and management as the government responsibility and hence they cared little about it. This situation had adversely affected educational delivery.

For effective management and sustained development, the communities should be actively involved in planning and management of education. It was brought home to members that the management and supervision of schools can no longer remain the monopoly of Ghana Education Service. New systems should therefore be put in place to transfer ownership of public schools to the communities in which the schools are physically located. Through the discussions the people felt their togetherness and were also equipped with new knowledge, attitudes, skills and resources that would enable them perform tasks as expected of them as partners in educational provision.

Phase 2   The Roles and Responsibilities of Stakeholders in Secondary Education

The second phase of the intervention took place in June 2002. It consisted of meetings to educate the Headmasters, Teachers, Parents, Chiefs, Assemblymen and other stakeholders in education about their roles and responsibilities in helping to improve the administration of the community secondary schools. Issues discussed with community members comprising the chiefs, assemblymen, parents and other stakeholders included the following.

1. Invitation of opinion leaders and other stakeholders in education to visit the school to know about administrative and other problems.

2. Commitment of parents and guardians to their children through education, as demonstrated in the;

    (i)   payment of school fees and PTA dues in the schools

    (ii) attendance of meetings

    (iii) active involvement of PTA in the schools

3. Supervision of the children to comport themselves outside school hours.

4. Visit of Parents to their wards in school to familiarize themselves with their activities.

5. Motivation of teachers by the community to work hard.

Issues discussed with the Headmasters and Staff in the respective schools included the following:

1. that the Headmasters should have effective communication between the school, parents and community members.

2.   that the school authorities must organize regular open fora between the school and community

3.   that the school authorities need to respect opinion of community members

4.   that the teachers should set good examples as role models to students and the entire community.

5.   that Teachers must be committed to their work.

It was stressed at the meetings that when the school authorities and community members play their roles and responsibilities well, it would help to foster good relations between headmasters and teachers, and the entire communities.

Phase 3: Further Sensitization of Community Members Toward Participation in the Development and Management of Secondary Schools in Rural Communities

The third series of meetings was organized for the community members on their commitment to educational development and management of their rural communities. The following issues were discussed at open fora to further sensitize the communities about partnerships in community secondary education.

1.   Acceptance of the ownership of school

2.   Involvement in the development and management of the school

3.   Organization of regular communal labour

4.   Organization of fund raising activities

5.   Avoidance of undue community interference with school facilities.

The fora were meant to deepen the involvement of community members in decision making on issues affecting the community senior secondary schools and the planning of programmes that are relevant to them. Such increased co-operation between

the school's administration and the community would forge a good working relationship in the development and management of the community secondary schools.

After administering the intervention, I monitored the PTA and community meetings and periodically reminded members individually and in groups of their roles and responsibilities I also encouraged them to perform their duties more effectively as community members in the development of their community secondary schools. The administration of the intervention and the monitoring process lasted three months ending on 31st July, 2002.

Post-Intervention Data Gathering

In the first week of August, 2002, the same questionnaire was re-administered to respondents in the selected communities. This was to find out the extent to which the intervention had helped to improve community participation in the administration of the newly established senior secondary schools in the Eastern Region through intensive public education.

Data Analysis Plan

All the responses to each item were tallied, totaled and percentages calculated for both the pre-intervention and post-intervention data gathered. The major items were tabulated and frequency tables drawn. The frequencies were converted into percentages which were used for data analysis.

CHAPTER 4

ANALYSIS AND DISCUSSION OF FINDINGS

This chapter deals with the analysis of the information gathered from respondents on the questionnaire administered. It discusses the analysis of both the pre-intervention and post-intervention data gathered for the study. The study aimed at finding out the true picture of poor community participation in newly established senior secondary schools in the Eastern Region of Ghana and to find out whether organizing regular public education in those communities as an intervention would help improve people's perceptions and attitudes and thereby improve the situation. In order to facilitate the analysis of the data collected, tables were built based on the different variables in the information gathered.

Pre-Intervention Data

The questionnaire was administered at the pre-intervention stage to find out the extent to which newly established community senior secondary schools in the Eastern Region are experiencing poor community participation. This was meant to establish a baseline of the situation in order to administer an intervention to help bring about an improvement through regular public education.

Extent of Commitment of Community Members to the Development of Community Secondary Schools

The perceptions of respondents were sought on the extent of commitment of community members towards the improvement and development of the schools. Their responses are displayed in Table 1.

Table 1

Perceptions of Respondents on Community Members' Commitment Towards

Development of Schools (No. of Respondents =100)

Item	RESPONSES				
	To a very large extent %	To a large extent %	To little Extent %	To very little extent %	Not at all %
1. Opinion leaders and other stakeholders visit the school	5	17	25	35	18
2. Active Involvement of P.T.A. in the school	11	10	30	33	16
3. Parents attend meetings and pay their levies	10	17	33	28	18
4. Parents and guardians contribute effectively to their wards education	9	15	34	22	20
5. Parents do not visit their wards in school	5	10	31	38	14

From Table 1, it is shown that while only 22% of the respondents at the pre-intervention stage held that their opinion leaders and other stakeholders visited the schools to a large extent, as much as 60% held that their visit was to a little extent, with 18% saying they did not visit at all. This indicates that at the pre-intervention stage only few stakeholders visited the school, to know about administrative and other school problems. Thus stakeholders did not effectively participate in the administration of the school.

In the opinion of 63% of the respondents at pre-intervention stage, the involvement of P.T.A. was only to a little extent. However 21% of them said their involvement was to a large extent with 16% saying they were not at all involved. The respondents at the pre-intervention stage indicated that the P.T.A. was not actively involved in the school activities. The ineffective involvement of the P.T.A. would reduce parents and guardians support for the development of the school.

Again from Table 1, it is shown that, while only 27% of the respondents at the pre-intervention stage said that the parents attend meeting and pay their levies for the development of the school to a large extent, as much as 61% of the respondents held the opinion that their attendance to meetings and payment of levies was to a little extent, with 12% saying they did not attend meetings to pay their levies. This indicates that at the pre-intervention stage a good number of the parents were not attending meetings nor paying levies for the development of their school. Apparently the parents were more interested in their farming and private businesses than attending meeting and paying levies to develop their own school. Table 1 also shows that, while only 24% of the respondents at the pre-intervention stage held that the parents and guardians contributed effectively to their wards' education to a large extent, as much as 56% said their contribution was to a little extent but 20% of the respondents were saying they did not at all. It is therefore clear that at the pre-intervention stage only few parents and guardians contributed effectively to their wards education. Thus the parents and guardians did not effectively contribute towards their wards education.

It is further shown that in the opinion of 69% of the respondents the parents only visited their wards in the school to a little extent to familiarize themselves with their activities at the pre-intervention stage, while only 15% of the respondent said they did

so to a large extent.   This indicates that at the pre-intervention stage only few parents

visited their wards in school.   This implies that most parents within the community did

not visit their wards in school to familiarize themselves with their activities. Most

children were left to their fate as parents showed little concern.

This affirms what Jones and Stout (1960) asserted a that co-operative system of

relationship in which there is constant involvement of community in the affairs of the

school helps to develop in the members of the community a sense of identity with their

school.

Interaction of School Authorities with Community

Respondents were asked to indicate their views on the extent to which the school

authorities interacted with the community.   The responses are shown in Table 2.

Table 2

Extent of School Authorities' Interaction with the Community

	RESPONSES				
Item	To very large extent %	To large extent %	To little Extent %	To very little extent %	Not at all %
1. School authorities have been organising open fora	4	10	31	22	33
2. School authorities respect opinions of community members	17	16	29 .	25	13
3. The Headmaster gives regular reports to parents	12	16	24	22	21

From Table 2, item 1 shows that only 14% of the respondents at the pre-intervention stage held the opinion that the school authorities had to a large extent been organising open fora between the school and community while as much as 53% held that the organisation of fora for school and community was only to a little extent. As much as 33% said in their opinion, the heads did not at all organise open fora between the school and community. This indicates that at the pre-intervention stage the school authorities were not very keen in organising open fora for the school and community. This could block the smooth flow of information between the school and community, and thereby hinder the school's effective interaction with the community members.

While only 33% of the respondents at the pre-intervention stage held that the school authorities respected the opinions of the community members in matters affecting the school to a large extent, as much as 54% held that their respect for community opinion was only to a little extent. This indicates that at the pre-intervention stage the school authorities are likely to respect the opinion of community members not in relation to school matters. This attitude on the part of the school authorities did not make the community members have a cordial relationship with the school.

Again only 28% of the respondents at the pre-intervention stage held the view that the Headmaster, to a large extent, sent reports to parents to keep them abreast with what was happening in the school. On the other hand, as much as 51% held that they reported to the parents only to a little extent with as much as 21% stating that they did not send the report at all. This gives the indication that at the pre-intervention stage only few reports were sent to parents by the Headmasters to keep the parents abreast with what was happening in the school. The information gathered from the respondents showed that the Headmasters' reporting to parents was very poor and not encouraging.

To support this finding, Ghartey Associates (2002) also shares the view that for effective management and sustained development in schools, communities should be actively involved in the design, planning, implementation and management of education.

Community Members' Attitudes Towards Schools

Respondents were asked to express their opinion regarding the attitudes of the community members towards the community secondary schools. Table 3 displays the responses.

Table 3

Attitudes of Community Members Towards the Community Secondary Schools

		RESPONSES			
	Item	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
1	Community frequently uses the school furniture for funerals and meetings	31	32	23	14
2	Members of the community encroach on the schools land	25	36	20	19
3	Chief and other community members unduly use the schools vehicle	20	40	21	19
4	The community interferes in the schools affairs, such as use of the school field	25	36	20	19
5	Parents are reluctant in paying their wards school fees	32	39	19	10

From Table 3, it is shown that as much as 63% of the respondents at the pre-intervention stage agreed that community members used the school furniture for funeral and meetings while 37% of the respondents disagreed that community members interfered in the use of the facilities. This indicates that at the pre-intervention stage many community members used the school facilities. From the table, as much as 66% of the respondents agreed that members of the community encroached on the school land at the pre-intervention stage whilst 34% of the respondents disagreed. At the pre-intervention stage, a good number of respondents indicated that some community members encroached on the school land. This encroachment on the school land by some community members often triggered conflicts in the community, which retarded the smooth development of the school.

At the pre-intervention stage, as much as 61% of the respondents agreed that the community interfered in the use of the school field while only 39% disagreed to the statement. This clearly shows that at the pre-intervention stage the community members generally interfered in the use of the school field, which could bring about misunderstanding between the school and the community.

Similarly, the opinion of 65% of the respondents at the pre-intervention stage proved that the community did not assist in the maintenance of school facilities. However, 35% of them did not agree that the community does not assist in the maintenance of the school facilities.

Table 3 shows that in the opinion of 62% of the respondents at the pre-intervention stage prominent community members often dictated to the school's authorities while 38% of the respondents disagreed to the statement. This indicates that obviously at the pre-intervention stage many of the prominent community members often

dictated to the school's authorities on school matters such as school discipline and admission of students, and this could undermine the smooth administration of the school. It would also cause academic excellence to be jeopardized.

The table further shows that 60% of the respondents at the pre-intervention stage held that the chief, elders and other opinion leaders in the community unduly used the school's vehicle while about 40% of the respondents did not agree to the statement. This indicates that generally at the pre-intervention stage many of the chiefs and opinion leaders unduly used the school vehicles. The use of school's vehicles by chiefs and opinion leaders must be cautioned against undue interference.

In Table 3, the opinion of 71% of the respondents, at the pre-intervention stage was that a vast majority of parents are reluctant in paying their wards school fees, although 29% of the respondents disagreed with the statement. This indicates that at the pre-intervention stage, many parents were reluctant in paying their wards school fees. Dofour (1991) made a suggestion that for the attitudes of community members towards community secondary schools to be improved, there is a need for massive community education and conscientization programme to entice all for implementation

Comportment of Students in Community Secondary Schools

Respondents were asked to indicate their views on the extent to which students in community secondary schools comport themselves. The responses are shown in Table 4.

From Table 4, it is shown that as many as 73% of the respondents at the pre-intervention stage held that students often absented themselves from school while 27% of the respondents disagreed that students absent themselves from class. The finding shows that generally, at the pre-intervention stage many students absented themselves from school thus giving the impression that they are not quite serious with their education.

Table 4

General Comportment of Students in Community Secondary Schools

Item	RESPONSES			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students often absent themselves from school	32	41	19	8
2. Students are often found roaming about especially at night	31	36	18	15

It is further shown in Table 4 that as many as 67% of the respondents at the pre-intervention stage agreed that students were often found roaming about in the night while 33% of the respondents disagreed that students were found in town in the night. This indicates that at the pre-intervention stage many students were generally found roaming about during the night. This implies they would give little or less attention to their studies to improve their academic work.

In the opinion of Asiedu-Akrofi (1978) the teacher's knowledge of students and their background would help in maintaining discipline. The teacher understands better the feelings and thinking of his or her students and would be able to analyse and treat any problem of discipline more effectively.

Summary of Findings During Pre-Intervention Stage

The findings for the Pre-Intervention are the following:

1. The opinion leaders and the community members were not involved in the management and development of the school.

2. The community members interfered in the school administration and the use of school facilities

3. Parents and community members were not committed in supporting schools within their communities.

4. There was lack of regular public education between the school and community members.

5. Parents and guardians were not committed to their wards' education.

Post-Intervention Data

The same questionnaire administered during the pre-intervention stage was used for the post-intervention data gathering in August 2002 to find out if the intervention served the expected purpose of helping to improve poor community participation in newly established senior secondary schools in the Eastern Region. At the post-intervention stage section A of the questionnaire was to find the perception of respondents on the extent of commitment of community members towards the improvement and development of the schools. Their responses are displayed in Table 5.

From Table 5, it is shown that 63% of the respondents at the post-intervention stage said the opinion leaders and other stakeholders to a large extent visited the schools while 27% held that their visit was to a little extent, with 10% saying they do not visit at all. At the pre-intervention stage 60% of the respondents said the parents visited the school to little a extent. The present finding indicates therefore that the intervention process put in place has helped to improve the opinion situation thus making it possible for the leaders and other stakeholders to visit the school to participate effectively in the administration of the school.

Table 5

Commitment of Community Members Towards Development of School

| | RESPONSES | | | | |
ITEM	To very large extent %	To large extent %	To little extent %	To very little extent %	Not at All %
1. Opinion leaders and other stake	22	41	16	11	10
2. There is active involvement of P.T.A. in the school	30	40	14	11	5
3. Parents attend meetings and pay levies for development of school	29	32	20	13	6
4. Parents and guardians contribute effectively to their wards education	31	39	10	14	6
5. Parents and guardians do Not visit wards in school	33	35	15	12	7

The Table again shows that 70% of the respondents at the post-intervention stage

observed that the P.T.A. had an active involvement in the schools to a large extent while

25% held that P.T.A. involvement was to little extent with only 5% saying that they did

not at all. At the pre-intervention stage only 21% of the respondents expressed their

opinion of inactive involvement of P.T.A. to a large extent. The present findings shows that the intervention put in place in the sensitization of community members had made some positive impact in encouraging active participation of the P.T.A. in the school.

It is further shown that 61% of the respondents at the post-intervention stage held that to a large extent parents and guardians attended meetings and paid their levies for the development of the school while 33% said the parents did so to a little extent. At the pre-intervention stage only 17% of the respondents said the attendance of parents at meetings and paying of levies was to a large extent. The finding indicates that the intervention may have had some positive impact in helping to improve parents' attendance and payment of levies for the development of the school.

Similarly, Table 5 reveals that 70% of the respondents at the post-intervention stage held that the parents and guardians to a large extent contributed effectively to their wards' education while 24% of the respondents said they did so to a little extent. In the pre-intervention stage 27% said parents and guardians who contributed to their wards education was to a large extent. The present finding indicates that the intervention process put in place has helped parents and guardians to contribute effectively towards the education of their wards.

Table 5 again shows that as much as 68% of the respondents at the post intervention stage said that to a large extent parents visited their wards in school to familiarize themselves with their activities. Only 25% said parents paid visits to their wards in school to a little extent. At the pre-intervention stage 36% of the respondents were of the view that parents visit the school was to a large extent. This indicates that intervention put in place has helped to improve parents' attitude towards their children's education.

Interaction of School Authorities with the Community

Respondents were asked to indicate their views on the extent to which the school authorities interacted with the community. The responses are shown in Table 6.

Table 6

Extent of School Authorities' Interaction With the Community

Item	RESPONSES				
	To very large extent %	To large extent %	To little extent %	To very little extent %	Not at All %
1 School authorities respect the opinion of community members	25	30	12	19	14
2. School authorities have been organising open fora	28	36	18	10	8
3. Headmaster gives regular reports to parents	30	41	11	10	8

From Table 6, it is shown that about 55% of the respondents at the post-intervention stage held the view that the school authorities have been organising open fora between the school and community to a large extent while 31% held that the organisation of open fora between the school and community was to little extent with only 14% saying they do not at all. At the pre-intervention stage only 14% of the respondents said the school authorities had been organizing open fora between the school

and the community to a large extent. This indicates that intervention put in place has helped the school authorities to organise open fora between the school and community members, which has forged effective interaction between the community members and the school's authorities.

It is further shown that as much as 64% of the respondents at the post-intervention stage held that to a large extent, the school authorities respected the opinion of community members in matters affecting the school. Only 28% said the school authorities respect community members' opinion to a little extend. At the pre-intervention stage 42% of the respondents said to a large extent the school authorities respect community members opinions. After the intervention put in place, only few of the communities, members from the various meetings had opportunity to air their views for the benefit of the development of their schools. To a large extent school authorities respected the opinion of community members in the matters affecting the school.

The Table again shows that, as much as 71% of the respondents at the post intervention stage held that to a large extent the Headmaster gave reports to parents while only 21% of the respondents said Headmasters does to a little extent. At the pre-intervention only 28% of the respondents said Headmasters gave reports to parents to a large extent. But after intervention the findings indicates that the intervention process put in place helped the Headmasters to give regular reports to parents to make them aware of what is happening in the various schools. As in the pre-intervention stage, some items of the questionnaire were meant to find out the perceptions of respondents on attitudes of community members towards the community secondary schools.

Community Members Attitude towards Schools

Respondents were asked to express their opinion regarding the attitude of the community members towards the community secondary schools. Table 7 display the responses.

Table 7

Attitudes of Community Members Towards the Community Secondary Schools

| Item | RESPONSE | | | |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
	%	%	%	%
1. Community frequently uses school furniture for funerals and meetings	5	16	39	40
3. The community interferes in the use of the school field.	17	20	42	21
4. Prominent community members often attempt to dictate to school authorities	9	20	36	35
5 Chief and other community leaders unduly use the school's vehicle	6	16	42	36
6 Parents are reluctant in paying their wards school fees	11	17	38	40

From Table 7, it is shown that as much as 79% of the respondents at the post-intervention stage disagreed that the community members used school furniture for funerals and meetings while only 21% of the respondents agreed to the statement. In the pre-intervention stage 63% of the respondents agreed that the community members were in a habit of using school furniture. The present findings show that the intervention has greatly restricted the community members from using school furniture for funerals and meetings.

The table again indicates that 63% of the respondents at the post-intervention stage disagreed that the members of the community encroached on the school land while 37% said they were in agreement. In the pre-intervention stage about 66% of the respondents agreed that community members encroached on the school land. The intervention brought a change of attitude of members of the community who were previously aggrieved for non-payment of land compensation.

Again from the table, it was revealed that 66% of the respondents at the post-intervention stage disagreed that the community members interfere in the use of the school field whiles 34% of the respondents also agreed. In the pre-intervention as much as 61% of the respondents agreed that the community members interfere in the use of the school field. But when intervention was put in place, the interference by the community members in the use of the school field was greatly reduced for the better.

It is further shown that 71% of the respondents at the post-intervention stage said prominent community members did not dictate to the school authorities while 29% of them are saying that prominent members of the community dictated to the school authorities. This is unlike the pre-intervention stage where 62% of the respondents

agreed to the statement. This is an indication that the intervention helped to change the attitude and behaviour towards the school's authorities.

Similarly the table shows that a vast majority of 78% of the respondents at the post intervention stage said the chief, elders and opinion leaders in the community are not using the school's vehicle while 22% of them said they unduly used the school vehicles. At the pre-intervention stage 46% of the respondents said the chief and opinion leaders did not duly use the school's vehicle. From the responses after intervention the chiefs' and opinion leaders' interference in the use of school vehicles has reduced.

The Table again shows that 72% of the respondents at the post intervention stage disagreed that parents and guardians are not willing to pay their wards school fees, however, 28% said parents and guardians are still reluctant in the payment of fees. At the pre-intervention stage 29% of the respondents disagreed that parents and guardians are not willing to pay their wards, school fees. The intervention process put in place has helped to change the attitude of parents and guardians to pay attention to their children's education.

Comportment of Students

The researcher tried to find out how students comported themselves after the intervention had been introduced. The outcome is displayed in Table 8.

From Table 8, it is shown in item 1 that 66% of the respondents at the post-intervention stage said that students do not absent themselves from school while 34% said students often absent themselves from school. At the pre-intervention stage 27% of the respondents said students do not absent themselves from school. The present finding shows therefore that the intervention process put in place has helped in the improvement of students' attendance to school.

Table 8

General Comportment of Students in Community Secondary Schools

| | RESPONSE | | | |
Item	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
1 Students often absent themselves from school	14	20	36	30
2 Students are often found roaming about especially at night	10	12	47	31

The table again shows that 78% of the respondents at the post intervention stage said that students are not often found roaming about at night, while only 22% of them agreed that students are found in town at night. This is unlike the pre-intervention stage where 33% of the respondents said that students are not often found in town at night. This is an indication that intervention through open fora advice had gone down well to change the behaviour of the students from roaming about aimlessly in town at night.

Summary of Findings During Post-Intervention

At the post-intervention stage a number of findings were made.

1. The opinion leaders and community members are showing greater commitment in supporting schools within their communities by participating in affairs of the schools, such as building of infrastructure, provision of teaching and learning materials, furniture, communal labour and so on.

2. Parents and community members are co-operating in the development and management of their schools by attending meetings, paying their levies and also seeing to it that their children attend school regularly.

3. The communities are very cautious in using school facilities.

4. There is awareness among the community members to assist in the maintenance of the school facilities as their valuable community properties.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of Study

This research was set out as a short-term project to find out whether intensive public education would improve poor community participation in the administration of newly established senior secondary schools in the Eastern Region of Ghana. The project work was necessary because from the researcher's observations, while some of the Heads of the newly-established community senior secondary schools in the Eastern Region were experiencing undue interference by some communities in the use of school facilities, the opinion leaders were calling on the Regional Director of Education to dismiss some workers for not hail from their community. There was also low attendance of parents at meetings concerning their wards' education. Lack of co-operation from the communities had hindered the effective and efficient administration of the newly established Senior Secondary Schools in Eastern Region.

The area of the study comprised five community Senior Secondary Schools selected from five Districts within the Eastern Region. The Senior Secondary Schools are Oyoko Methodist, Mangoase, Asafo Akyem, St. Paul's, Klo-Agogo and Suhum Presby Secondary Schools. The target population comprised the staff and the community members from the selected community senior secondary schools in the region. The sample was 100 at the pre-intervention and post-intervention stages. They were made up of 35 staff from the schools and 65 community members from the various communities. Random and purposive sampling methods were adopted.

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The study was an action research aimed at improving community participation in the administration of newly established senior secondary schools in Eastern Region. The intervention used was Public education. The research instrument used for the study was the questionnaire. It was made up of 15 items, which were closed-ended to obtain information for the study. One hundred copies of the questionnaire were given out at both pre-intervention stage and post-test stage and all copies of the questionnaires were returned at both stages. The data gathered at the pre-intervention stage were analysed to obtain a baseline situation of poor community participation in newly established community senior secondary schools in the Eastern Region and to be put in place to find out whether improving the situation in the community senior secondary schools.

Summary of Findings of Pre-Intervention Data

At the pre-intervention stage, it was found out that:

1.   The opinion leaders and the community members were not involved much in the management and development of the school. They did not involve themselves in the building and maintenance of school's infrastructure.

2.   The community members interfered in the school administration and made use of school facilities, like classrooms, school bus, playing field, places of convenience and the school furniture.

3.   Parents and community members were not committed to supporting school funerals within their communities. They refuse to attend PTA meetings and non payment of basic levies and buying stationery for their wards.

4. There was lack of regular public education between the school and community members. The schools and communities did not have common platform for discussions.

5. Parents and guardians were not committed to their wards' education. Parents scarcely visit their wards in schools to know their progress.

Intervention Administered

A three-phased intervention was put in place to enhance community participation for the improvement of school administration. The intervention phases involved the following:

1. Community animation and mobilization

2. Community fora to sensitize members on the roles and responsibilities of stakeholders in education

3. Further sensitization of community members help to improve community participation in the educational development and management in the rural communities.

Summary of Findings During Post-Intervention Stage

The post-intervention findings are as follows:

1. The opinion leaders and community members are committed in supporting schools within their communities by participating in the affairs of the schools. They have taken the schools as their own and give physical and financial support.

2. Parents and community members are co-operating in the development and management of their schools by attending meetings, paying their levies and also

seeing to it that their children attend school regularly. Children who absent

themselves on the market days and farming season have reduced.

3.   The communities are very conscious in using school facilities. There is no

confrontation in the use of school property, they feel it is their own and therefore

take good care of them.

4.   Regular public education through sensitization has created awareness among the

community members to assist in the maintenance of the school facilities as a

community property. It has created a cordial relationship among schools and

community members. They are happy to be part of decision making and its

implementation.

Conclusions

From the above findings it can be concluded that the gap that was existing

between the school administrator of Oyoko Methodist Senior Secondary, Mangoase

Senior Secondary, Klo Agogo Senior Secondary and Suhum Presbyterian Senior

Secondary and their communities through poor community participation was bridged

through regular public education. It is in this vein that Ghartey Associates (2002) shares

the view that for effective management and sustained development in schools,

communities should be actively involved in the design, planning, implementation and

management of education.

Parents and community members are more than determined in the development

and management of their schools through regular attendance of meetings, and paying the

requisite school fees. This confirms what Asibuo (1994) said that decentralisation would

encourage grassroot participation of the rural communities in the identification of their

needs, mobilisation of local resources and local implementation of plans to satisfy local

needs, when the people directly take part in meetings at local levels. Again regular public education through community sensitization creates awareness among community members that school facilities are community property that should be taken care of and which also require them to assist in the maintenance of.

Recommendations

The following recommendations are made based on the findings of the study.

1. There is a need to continue to educate members of the communities on their regular involvement in the school's administration for the development and management of their schools.

    Regular public education through community sensitization would create public awareness that the school is no longer the sole responsibility of the government. With the on going decentralization policy, public schools ownership have been transferred to communities the schools are located in communities are therefore to assist in the construction of classrooms, provision of furniture help children to attend school and to assist in the school administration and management. Intensive participatory seminars are necessary through dialogue and community Animation and Mobilisation.

2. The regular forum and sending of reports by the school authorities to community members is to expose the school to the community and make the parents and community members to be more committed to enhance improvement in the schools administration.

4. Prompt payment of compensation to landlords will help minimize the tendency to encroach on school land and confrontation with the school's authorities.

The District Assemblies in collaboration with the land commission should work out proper modalities to compensate land lords. Funds also should be made available through District Assemblies Common Fund to pay land owners.

Suggestion for Further Research

It is suggested that similar research be carried out in the other regions. This study may be extended to one academic year to enable the stated intervention to be more effective.

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APPENDIX A

QUESTIONNAIRE ON SCHOOL MANAGEMENT

An action research is being conducted on the topic - Improving Community Participation In Administration Of Newly Established Senior Secondary Schools In The Eastern Region Through Regular Public Education.

The researcher would be grateful if you could spend a few minutes of your time to answer this questionnaire. Please you are to provide the responses according to your personal experience and observation. All responses will be treated as confidential and will not be used for any purpose other than the academic work it is intended for. Thanks in advance for your co-operation.

Please tick ( ) the response that best reflects your opinion on each of the following statements.

STATEMENT	RESPONSE				
	To very large extent	To large extent	To Little extent	To very little extent	Not at all
1 Opinion leaders and other stakeholder do visit the school to know about administrative and other school problems.					

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2	There is active involvement in the PTA of the school.					
3	Parents attend meetings and pay their levies for the development of the school					
4	Parents do not visit their wards in school to familiarize themselves with their activities.					
5	Parents do not visit their wards in school to familiarize themselves with their activities					
6	The school authorities have been organisig open fora between the school and community					
7	The school authorities respect the opinions of community members in matters affecting the school					

8	The Headmaster gives regular reports to parents to keep them abreast of what is happening in the school					
9	The community frequently uses the school furniture for funerals and meetings					
10	Members of the community encroach on the school land					
11	The community interfere in the use of the school field					
12	The Chief, elders and other opinion leaders of the community unduly use the school's vehicle					
13	Parents are reluctant in paying their wards school fees.					
14	Students often absent themselves from school					

Students are often

found wandering about

especially at night

PERCEPTION OF RESPONDENTS ON   EXTENT OF COMMITMENT TO IMPROVEMENT
AND DEVELOPMENT OF THE SCHOOLS

ITEM	PRE-INTERVENTION						POST-INTERVENTION					
	TVLEX %	TLEX %	TLITEX %	TVLITEX %	NAA %	TOTAL %	TVLEX %	TLEX %	TLITEX %	TVLITEX %	NAA %	TOTAL %
1 Opinion leaders and other stakeholders visit the school	5	17	25	35	18	100	22	41	16	1	10	100
2 There is active involvement of PTA in the school	11	15	30	38	11	100	30	40	14	11	5	100
3 Parents attend meeting and pay levies for school development	10	17	33	22	18	100	29	32	20	13	6	100
4 Parents and guardians contribute effectively to their wards' education	9	15	34	22	20	100	31	39	10	12	6	100
5 Parents and guardians do not visit wards in school	5	10	31	38	14	100	33	35	15	12	7	100

KEY TO THE TABLE   1.   TVLEX   - To very large extent   2. TLEX   - To large extent 3.   TLITEX   - To little extent

4.   TVLITX - To very little extent   5. NAA   - Not at all

APPENDIX C

EXTENT OF SCHOOL AUTHORITIES INTERACTION WITH THE COMMUNITY

ITEM		PRE-INTERVENTION						POST-INTERVENTION					
		TVLEX %	TLEX %	TLITEX %	TVLITEX %	NAA %	TOTAL %	TVLEX %	TLEX %	TLITEX %	TVLITEX %	NAA %	TOTAL %
1	School authorities have been organizing open fora	4	10	31	22	33	100	25	30	12	19	14	100
2	School authorities respect the opinions of community members	17	16	29	25	13	100	28	36	18	10	8	100
3	Headmaster gives regular report to parents	12	16	24	27	21	100	30	41	11	10	8	100

Key to the Table

1. TVLEX -- To very large extent
2. TLEX . -- To large extent
3. TLITEX -- To little extent
4. TVLITX -- To very little extent
5. NAA -- Not at all

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APPENDIX D

PERCEPTION OF RESPONDENTS ON ATTITUDES OF COMMUNITY MEMBERS
TOWARDS THE COMMUNITY SECONDARY SCHOOL

		PRE-INTERVENTION					POST-INTERVENTION				
		SA %	A %	D %	SD %	TOTAL %	SA %	A %	D %	SD %	TOTAL %
1	Community frequently uses the school furniture for funerals and meetings	31	32	23	14	100	5	16	9	40	100
2	Members of the community encroach on school land	25	41	24	10	100	17	20	42	21	100
3	Community interferes in the use of school field	25	36	20	19	100	10	24	32	34	100
4	Community does not assist in the maintenance of the school's facilities	35	30	22	13	100	12	19	39	30	100
5	Community interferes in the appointment of the Headmaster and workers in the secondary school	24	33	23	20	100	10	20	42	28	100
6	Prominent community members often attempt to dictate to school authorities	26	36	20	18	100	9	20	36	35	100
7	Headmasters are pressurized by opinion leaders to admit students.including those with poor examination results	28	37	15	20	100	10	21	38	34	100
8	Chief and other community leaders unduly use school vehicle	20	40	21	19	100	6	16	32	29	100
9	Parents are reluctant in paying their wards' school fees	32	39	19	10	100	11	17	38	40	100

Key to the Table
SA - Strongly Agree   SD - Strongly Disagree
A - Agree   D - Disagree

APPENDIX E

GENERAL COMPORTMENT OF STUDENTS IN COMMUNITY SECONDARY SCHOOL

ITEM	PRE-INTERVENTION					POST-INTERVENTION				
	SA	A	D	SD	TOTAL	SA	A	D	SD	TOTAL
	%	%	%	%	%	%	%	%	%	%
1. Students often absent themselves from school	32	41	19	8	100	14	20	36	30	100
2. Students are often found roaming about at night	31	36	18	15	100	10	12	47	31	100

Key to the table

SA - Strongly Agree

A - Agree

SD - Strongly Disagree

D - Disagree