Assessing Community Participation in Promoting Basic Education at the Akorley District Assembly (D/A) Basic School in the Yilo Krobo Municipality - Eastern Region - Ghana

Regina Bekoe (Corresponding author)
Koforidua PolytechnicSchool of Business and Management Studies
Post Office Box981,Koforidua Eastern Region - Ghana
regibekoe@yahoo.com

Ernest Fianko Quartey
Koforidua PolytechnicSchool of Business and Management Studies
Post Office Box981Koforidua Eastern Region - Ghana
ernestquartey77@yahoo.com

Reinarh Peniel Teye
Project Officer

Abstract
This research examines community contribution in promoting basic education at the Akorley District Assembly (D/A) basic school in the Yilo Krobo Municipality in the Eastern Region of Ghana. The specific objectives of the study were; to identify the contribution of the community towards the improvement in teaching and learning, to identify the challenges that confront the community with regards to the improvement of the school, to investigate the strategies designed to improve on the community's contribution towards teaching and learning and to recommend strategies that can be implemented to improve on the contribution of the community towards the school. The result of the study indicated that the contribution of the community towards the improvement of the school is generally low, even though some attempts have been made to improve upon teaching and learning in the school. Sharing of information is one of the important recommendations puts forward if community participation should be enhanced amongst the study population. The research further recommends that the sensitization of community members on the need for education, especially girl-child education, should be done on regular basis as well as setting of awards scheme for better performing teachers, good students and better performing girls in the school.
Keywords: Academic performance; communication; community participation; education.

1.0 Background of the study

Education is considered as a key factor in economic, political and social development of any nation. Studies show that basic education generates substantial positive benefits to the pupils themselves in particular and the society in general. Education is also seen by virtually all societies as a key modernizing factor and shaper of national identity (Abdinoor, 2008).

Education also enhances the reasoning ability of the individual, increasing the number of skilled human resource, national productivity and good governance which will ultimately lead to the overall economic growth of a country. Education in Ghana gives attention to human capital development to bring about economic development. Human resource is acquired by mental and physical ability through education, training and proper health care.

Basic education is not just compulsory but a right for all citizens in the country, and it is the responsibility of the parent, teachers and the community as a whole to make sure that children of school going age are made to go to school to acquire the basic skills, knowledge, values and attitude which will shape them for life. The school lays the foundation for all these skills, knowledge, values and attitudes to be acquired and talents are natured for the development of the nation. This can only be achieved through the effective collaboration of the state, the community, parents and teachers. A well educated people in a nation help the nation to take advantage of world opportunities like export, for economic growth and acceleration.

Investing in people's education is becoming more important for future economic growth and for a nation to depend less on its natural resources which are being depleted and are subject to long run price decline. Investing

in people promotes individual development and gives people the ability to escape hunger and poverty. This requires education, good health care and income security. It is without doubt that, a country, which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy, will be unable to develop anything else. This shows that, improving the capacity of people through education and training enables them to exploit other resources effectively and efficiently so as to end hunger and poverty through the reduction of unemployment and acceleration of economic growth. This can be achieved when the community/parents understand the relevance of education and collaborate for the education of the younger generation.

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

The mission of the school is to deliver quality and holistic education, based on sound moral principles and academic excellence (Log book of Akorley D/A Basic School). Its purpose is to discipline not only the mind and body but also the spirit.

1.1 Statement of the problem

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

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

1.2 Objectives of the study

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

Hence, the specific objectives of the study were to:
1. Identify the contribution of the community towards the improvement in teaching and learning.
2. Identify the challenges that confront the community with regard to the improvement of the school.
3. Investigate the strategies designed to improve on the community's contribution towards the school.
4. Recommend strategies that can be implemented to improve on the contribution of the community towards the school.

1.3 Research questions

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

1. What has been the contribution of the community towards the improvement of the school in terms of teaching and learning?
2. What were the challenges that confronted the community with regards to the improvement of the school?
3. What strategies are being adopted to improve on the community's contribution towards the school?
4. What strategies can be implemented to improve on the contribution of the community towards the school?

2.0 Literature review

Formal education is seen as the means to develop a national human resource base. This is important because

education is seen by virtually all societies as a key modernizing factor and shaper of national identity (Abdinoor 2008). Education gives a nation the sense of purpose and individuals learn and out of the learning, comes development and modernization. It is for this reason that the government of Ghana introduced the Free Compulsory and Universal Basic Education (FCUBE) so that every child of school going age will have access to free basic education.

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

Education in Ghana has gone through numerous and substantial changes since independence. The last two decades alone have seen a series of concerted efforts on the parts of the Ghanaian government and its development partners to address educational inequity and improve overall quality. While a number of policies, reforms and interventions have improved access to Ghana's school-aged population, improving instructional quality and student achievement remain critical challenges (Heyneman, 2009).

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

It is totally the state's duty in Ghana to provide basic education for all school going children but for education to be meaningful and effective there is the need for participation from parents and the community as a whole. Research works has proofed that parents, stakeholders and community participation in education decreases achievement gaps (Epstein and Voorhis, 2010; Holcomb-McCoy, 2010). The participation of all stakeholders in the education of school children leads to success in the children and the community. When parents or the community participate in the provision of some educational facilities the parents/community become advocates for the education of not only their children but for all the children in the community and by so doing there will be improvement in the lives of the people and the entire community. Parents/community participation in education of the child improves the child's academic achievement and enhances learning (Khasawneh and Alsagheer, 2007). But the issue here is how involved is the Akorley community in the education of the children in Akorley D/A Basic School.

The participation of the Akorley community in the school is so important and must not be downplayed. According to Narwana (2010), the participation of a community as a social group in the education process is a precondition for its effectiveness. In this sense if Akorley D/A Basic School will be effective and produce intelligent and well mannered individuals then it behold on the Akorley community to participant effectively in the activities of the school and also provide if possible some basic amenities for the school.

According to O'Donnell and Tobbell (2007), success in an educational system can be thought of as full participation. This participation is for the nation, the individuals and in this case the community as a whole. This in effect according to O'Donnell and Tobbell will help the community to contribute their experience and modify practices and shift values for the development of a nation. Parental and community participation in the education of the child helps mold the behavior, attitude, personality and skills along the school experience (Vellymalay, 2010). Community involvement in education is very important for the success of the lives of the children. It is however only with the co-operation of the Akorley community that this can be achieved and parents who decide to bring their wards to this school are asked to make sure this co-operation is forthcoming.

According to Heyneman (2011), parental willingness to invest in their child's education is a positive aspect of a mature democracy. In this situation the parents and the community as a whole will have a say in whatever is happening in the school. For example if the teachers are not regular in school or the teachers are not giving the right tuition that is needed the community will have a say in how things should be for the improvement in the

behavior of the child. Education should not be seen as the sole duty of the state, parents and the community as a whole should be seen as collaborator of the education of the child and this should also be done by the Akorley community. A classic example is seen in the Federal and state policies in the United States of America where the state has elevated parental involvement in schools in a national priority in part as a result of the achievement gap between white student and Africa American students (DeMarquis, 2012). Anywhere there is effective parental/community involvement in education success becomes the answer.

3.0 Research methodology
This section deals with the research design that was adopted for the study, the population of the study, sample and sampling techniques, as well as the instruments used, the procedures for data collection and data analysis.

The study was a descriptive research set out to assess community participation in promoting basic education at the Akorley D/A Basic School in the Yilo Krobo Municipality in Eastern Region of Ghana. The Head teacher and staff, School Management Committee (SMC), Parent Teacher Association (PTA), Executive members of Akorley D/A basic school and some community members of Akorley in Yilo Krobo Municipality constituted the population for this research. The sampling techniques that were employed to select the respondents for the study were stratified, purposive and convenient sampling methods. Stratified sampling method was used to group the school community population into four (4) main categories: Teaching staff, SMC, PTA executive members and Community members. Stratified sampling technique was adopted as it embraced the distinct categories and organized them into separate strata. This technique was more efficient because it improves accuracy of estimates. Purposive sampling technique was used for the selection of the teachers, SMC and PTA executive members. Purposive sampling was adopted because they were the ones who had the necessary information, adequate knowledge and experience on community participation in basic education in the study area. The convenient sampling procedure under the non-probability sampling method was applied in selecting community members for the study. The criteria for selection of community members were based on their readiness and willingness to be interviewed.

The Akorley community has a population of one thousand four hundred and thirty two (1,432) people. A sample size of one hundred and sixty (160) respondents made up of fourteen (14) teachers, nine (9) SMC, nine (9) PTA executive members and one hundred and twenty eight (128) community members undertook this exercise in order to examine the community participation in promoting basic education for this research. See table 1.

The administered of questionnaire was done with the assistance of two research fellows to all the respondents. Respondents were given one week to complete the questionnaire. The SMC, PTA executive members and selected community members were met one after the other for the interview and were assured of confidentiality of the information they gave and encouraged to give fair and objective answers. Data collected were organized, coded and analyzed using statistical tools such as simple percentage and frequencies. Statistical Product and Service Solution (SPSS version 17) method was employed in condensing the data for the purpose of analysis and interpretation and to come up with the findings. The results were presented in tables and graphs.

4.0 Analysis and discussion of results
This section of the study deals with the presentation, analysis and discussion of the raw data collected through the questionnaires and the interview guides. The research has summarized the data using statistical tables and graphs, where necessary, to determine the individual variable understudied. There has been an analysis of the contribution of the community toward teaching and learning; activities performed by the community members to increase participation; measures taken to increase girls' participation; support of the community to improve leadership and the efforts to motivate `teachers in the school. Factors affecting community participation in school activities and causes of lower students' participation were also analyzed as variables.

4.1 Contribution of the Akorley community
That the main goal of participation is to help increase the peoples' awareness of their social and economic rights as a way of making them independent and take part in decision making. Respondents were asked to state how they contribute to the development of the school. Majority (51.7%) of the respondents stated that they offer their labour to enhance their participation in school activities. 28% indicated that they do all kinds of works (labour) to improve conditions in the school. Yet 20% said they provide materials see figure 1.. This finding is consistent with the findings of (Narwana, 2010 and Hilado et al., 2011) that for effective child education there should be parental/community involvement and the provision of social resources. And example is in India, where village community provided labour in the construction of a school wall and the monitoring was done by the community themselves till the work was completed and others provided social resources. DeMarquis, (2012) explains this as involvement in school functions.

4.2 Activities performed by the community to increase participation

To know the activities performed by the members of the Akorley community to increase participation, respondents were asked to state the activities they performed to increase participation. Table 2 represents the activities performed by the community to increase participation.

The data revealed that 98.3% said the community provided classrooms to increase the intake capacity of the school to make sure children within school going age would be enrolled in the school. 90% of the respondent indicated that supply of additional education material has been improved by the community; 96.7% of the respondents also mentioned the creation of awareness of the community members to educate their children; 31.5% stated that awards were given to better achieving students as presented in the table above. The response from the community members indicate that they participate actively in activities that will promote the well-being of the school. This finding will be validated later in the analysis of the data collected from the teachers.

4.3 Measures taken to increase girls' participation

In an attempt to find out whether the community has a special interest in promoting girl child education, the respondents were asked to choose from a range of possible measures by ticking "Yes" or "No" as applicable. Respondents' responses have been summarized in Table 3.

The study revealed that tutorial classes were not organized for girls in the school and that award or incentives were not given to better performing girls. Many attempts, however, have been made to increase girls' participation in school activities. 70% of the respondents stated that educational materials were provided; 95% of the respondents indicated that girls' advisory committee have been established; 98.3% indicated that awareness was created in the community on the importance of girl child education. Table 3 also shows that at least the community's participation is enough, except that the work was done by very few people. Again, the validity of this finding would be ascertained in the analysis of the data collected from the teachers of the school under study.

4.4 Community's effort to improve leadership

Leadership or management style can affect participation either negatively or positively. To know the community's effort in improving leadership, respondents were asked to state what they do. Respondents' responses have been summarized in Table 4.

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

4.5 Motivating teachers

Motivation increases level of participation and this, in the school situation, will encourage both stakeholders in education to be active in school activities. Motivation of teachers' is necessary if they are to be efficient. When asked to state whether teachers are motivated or not, 10% of the respondents stated "yes". 23.3% said "sometimes" whilst the majority 66.7% said "no" This suggests that teachers in Akorley are not motivated in any way this is likely to affect their efficiency and effectiveness of the teachers. Respondents' responses have been illustrated by means of a bar chart. See figure 2.

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

The data indicates that teachers in the study area are not motivated through awards and that no teachers' residence was built to accommodate teachers as 91.7% and 100% respectively, of the respondents confirmed these. However, 98.3% of the respondents confirmed that classroom block was built and this eventually helped to increase the intake capacity as the class sizes have been reduced. This confirms that the community participates through the building of classroom blocks. Table 5presents the activities done to motivate teachers. Apart from teachers' residence and awards that the community members need to work on, the community performed better in all the other facets with regards to motivating teachers. See table 5.

The researcher in an attempt to know factors that negatively affects the community's participation in school activities at the study area asked respondents to state reasons for low participation in school activities. They were asked to state as many factors as applicable. 70% indicated that the cause is unemployment and poverty, whereas 81.5% said that, the time and programme of activities scheduled for the school coincide with their farming activities, making them unable to take part in activities geared towards the development of the school. 60.2% of the total respondents linked the low participation to lack of electricity. Most of them; that is 54.3% attribute their low participation to poor communication between the leadership and the community members. This is consistent with the finding of (The Tomas Rivera Policy Institute, 2007) which states that limited communication negates

parental involvement in school based activities. 80% of them said that leadership does not accept anybody's views apart from theirs. This therefore makes community members perceive the leadership style of the school as not democratic. However, only 25% attributed their low participation to the fact that they do not have children in the school.

The research has identified some factors which influence community participation in education in Akorley community, it could be seen that there is low pupils' participation in school activities and that the factors responsible include lower household income; dry season, the need for child labour, poor school facilities, parents' low awareness of education and cultural barriers. 96.7% of the respondents stated that lower household income is a major cause of low students' participation in school activities. 90% of the respondents mentioned drought where as 71.1% and 68.3 ticked cultural barriers and parents' low awareness of their children's education respectively. This revelation is an indication that lower household income, dry season, cultural barriers and low awareness of education are the causes of lower students' participation in school at the study area, Akorley. See tables 7 and 8.

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

With regards to accommodation, the data from the teachers confirms that community members' participation in securing accommodation for teachers is very low as can be seen in the table 7 above. Information in the table above shows that there is low community participation in providing adequate portable water; financial support; supplementary teaching and learning materials; monitoring their children's academic work after school hours; ensuring pupils' regularity in the school; paying regular visit to the school to find out what is happening; and in the construction of school canteen. Attitude of parent towards their children's education, government-teacher-community relationship, community interference with teaching and learning, encroachment of school lands are also low. The teachers also stated that there is high level of poverty among the study population.

The study also revealed that the community's participation in communal labour; involvement of School Management Committee (SMS) in decision making; involvement of Parent Teacher Association (PTA) executive members; acceptance of suggestion and community –teacher relationship are however good as teachers select "moderate".

In order to find out the factors that affect community participation in the school activities, the researcher asked teachers to respond by ticking from a list of factors that are applicable. It has been discovered that weak democratic tradition, language barrier, lack of exposure and experience in public affairs, lack of awareness on the value of community participation do not affect community participation in the school's activities. However, socio-cultural barriers, high level of poverty and community attitude that education and development are the responsibilities of the government do affect community participation in the school's activities. See table 9.

5.0 Conclusions and recommendations

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

With regards to accommodation, the data from the teachers confirm that the community did not provide teachers' residence but the community provided classrooms to increase the intake capacity of the school to make sure children within school going age would be enrolled in the school. The community also supplied additional education material to improve teaching and learning.

The data indicates that teachers at the study area are not motivated through awards and that no teachers' residence was built to accommodate teachers hence community members' participation in securing accommodation for teachers is very low. Causes of low participation among the study population include farming activities, lack of electricity, poor communication; views of others are not accepted. The research shows that there is low community participation in providing adequate portable water; financial support; supplementary teaching and learning materials; monitoring their children's academic work after school hours; ensuring pupils' regularity in the school; paying regular visit to the school to find out what is happening; and in the construction of school canteen.

Attitude of parent towards their children's education, government-teacher-community relationship, community interference with teaching and learning, encroachment on school lands are also low. The teachers also stated that

there is high level of poverty among the study population.

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

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

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

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

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

5.1 Recommendations

In order to enhance community participation in the Akorley D/A school, the study community, these recommendations are put forward.

There should be sharing of information between the community and the school   if community participation should be enhanced among the study population. This is necessary because the study revealed that information flow between the leadership and the community members is poor.

There should be consultation/collaboration with community leadership which will enable leadership to inform members about what is happening in the school, and enhance decisions making.

There should also be a joint assessment and evaluation of school projects so as to make all stakeholders aware of their contributions in various forms.

Decisions should be taken by both the leadership and the community members. This is necessary because some respondents complained about their input been left out in decision-making, leaving them to perceive the leadership not being democratic.

There is the need to continuously   sensitize community members on the need for education, especially girl-child education.

There should be an award scheme for better performing teachers, better achieving students and better performing girls in the school.

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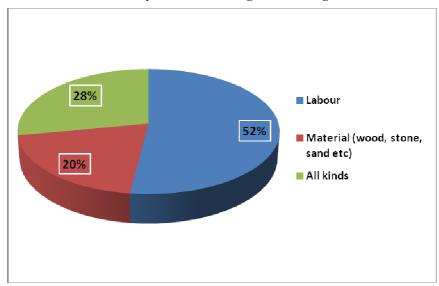
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Note

Table 1: Sample size chosen

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

Source: Field data 2012

Figure 1: Contribution of the community towards teaching and learning

Source: Field data 2012

Table 2: Activities performed by the community to increase participation

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

Source: Field data, 2012

Table 3: Measures taken to increase girls' participation

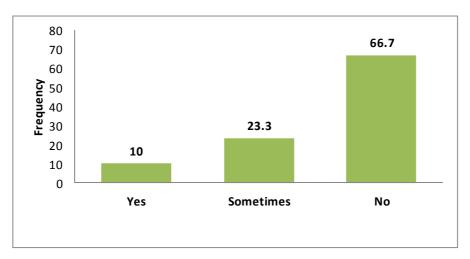| Activity	% Yes	%No
Provision of educational materials	70.0	30.0
Establishment of girls' advisory committee	95.0	5.0
Creation of parents' awareness of the importance of girl-child education	98.3	1.7
Tutorial classes arrangement for girls	20.0	80.0
Female teachers were assigned to serve as role models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

Source: Field data, 2012

Table 4: Support of the community to improve Leadership

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

Source: Field data, 2012

Figure 2: Teacher motivation by the community

Source: Field Data, 2012

Table 5: Activities done to motivate teachers

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

Source: Field Data, 2012

Table 6: Causes of community's low participation in school activities

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

Source: Field Data, 2012

Responses of teachers in the Akorley School to ascertain community participation has been summarized in table 7 below.

Statement	Very High%	High %	Moderate %	Low %	Very Low %
The participation of community in school building	10	20	0	70	0
provision of adequate furniture	0	0	30	10	60
Provision of teachers' accommodation	0	0	30	0	70
Provision of portable water for the school	0	30	10	0	60
Organization of communal labour in the school	0	0	90	10	0
Involvement of SMC in decision-making	30	20	50	0	0
Involvement of PTA executives in decision-making	0	10	90	0	0
Acceptance of suggestion from community members	20	20	60	0	0
Financial support to the school	0	0	30	0	70
Supervision of teachers' work by SMC and PTA executives.	80	0	10	10	0
Provision of supplementary teaching and learning materials to the school	0	0	0	10	90
Community-teacher relationship	0	0	80	20	0
Monitoring of pupil's studies after school hours	0	0	0	60	40
Community's role in ensuring pupil's regularity	0	0	30	50	20
Regularity of community members' visit to the schools	0	0	10	50	40
Attitude of parents towards their children's education	20	0	20	60	0
Government-Community-Teacher relationship	0	20	40	40	0
Community's involvement in building school canteen	0	20	70	10	0
Community's interference in teaching and learning	0	0	0	50	50
Encroachment of school lands by community members	10	0	10	20	60

Source: Field Data, 2012

Table 8: Level of these factors that negatively influence community's participation in the school

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

Source: Field Data, 2012

Table 9: Levels of mechanisms used to enhance community participation in the school

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

Source: Field Data, 2012.

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