UNIVERSITY FOR DEVELOPMENT STUDIES

UNIVERSITY FOR DEVELOPMENT STUDIES

COMMUNITY LEVEL STAKEHOLDERS' PARTICIPATION IN

IMPROVING PERFORMANCE OF BASIC EDUCATION IN THE WEST

MAMPRUSI MUNICIPALITY

BY

DARKOM JACKSON

2021

UNIVERSITY FOR DEVELOPMENNT STUDIES

COMMUNITY LEVEL STAKEHOLDERS' PARTICIPATION IN

IMPROVING PERFORMANCE OF BASIC EDUCATION IN THE WEST

MAMPRUSI MUNICIPALITY

BY

DARKOM JACKSON

(ID/UDS/MIC/0005/17)

THESIS SUBMITTED TO THE DEPARTMENT OF AGRICULTURAL

RURAL DEVELOPMENT AND GENDER STUDIES

FACULTY OF AGRIBUSINESS AND APPLIED ECONOMICS,

UNIVERSITY FOR DEVELOPMENT STUDIES, IN PARTIAL

FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER

OF PHILOSOPHY DEGREE IN INNOVATION COMMUNICATION

AUGUST 2021

UNIVERSITY FOR DEVELOPMENT STUDIES

DECLARATION

Candidate's Declaration

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

Candidate's   Signature………………………

Date…………………………………….

Name: Darkom Jackson

Supervisors' Declaration

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

Supervisor's   Signature……………………

Date…………………………………….

Name: Dr. Eliasu Mumuni

ABSTRACT

The main aim of this study was to investigate the extent to which community level stakeholders in the West Mamprusi Municipality participate in improving basic education delivery. Specifically, the study looked at the activities that the community level stakeholders perform and the extent to which they engage in those activities to improve access, infrastructure development and academic performance, as well as ensuring effective monitoring and supervision. The sampled respondents consisted of basic school heads and teachers, Circuit Supervisors, School Management Committee, Parent Teacher Association, parents, opinion leaders and students. Respondents were selected using the simple random and purposive sampling approaches, questionnaire and interviews were used as instrument for primary data collection. The study showed that community members were aware of the need to participate in the provision of basic education and saw their participation as very significant to improving education delivery. However, they had little knowledge on the specific roles they needed to play in the school to improve education delivery. The study also revealed that lack of understanding of educational issues, poor communication and lack of resources and time on the part of parents and community stakeholders in general were major setbacks to participation in education delivery in the area. This study also showed that the top three ways of improving education delivery were using local language at meetings, informing community members about positive things happening in the school and ensuring effective communication between the school and the community by involving community stakeholders in decision making about the school. The study advises that all stakeholders need to be focused and edified on their duty to engage in school decision-making processes, as well as ensuring that the funds they work to raise are open and accountable, as to incentives for community participation in the management of public primary schools in the municipality,

ACKNOWLEDGEMENTS

UNIVERSITY FOR DEVELOPMENT STUDIES

DEDICATION

I wish to dedicate this work to my lovely wife, Amama Jackson and children; Zay Jackson, Huzaidu Jackson, Rashida Jackson and Abdul- Waris Jackson. I equally dedicate this work to my sister, Miss Raabi Darkom and all friends and loved ones who supported me in diverse ways during the study.

TABLE OF CONTENTS

UNIVERSITY FOR DEVELOPMENT STUDIES

LIST OF TABLES

UNIVERSITY FOR DEVELOPMENT STUDIES

LIST OF FIGURES

LIST OF ACRONYMS

ADEOP	Annual District Education Operational Plans
ADP	Accelerated Development Plan
CBO	.Community Based Organization
CBPR	Community Based Participatory Research
CGPP	Community Government Partnership Programme
CP	Community Participation
DACF	District Assembly Common Fund
DEOC	District Education Oversight Committee
DEWP	District Education Work Plan
EDC	Educational Development Centre
EFA	Education for All
ESP	Education Strategic Plan
FCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
GET	Fund Ghana Education Trust Fund
GoG	Government of Ghana
HIPC	Highly Indebted Poor Countries
IGF	Internally Generated Fund
JHS	Junior High School
KG	Kindergarten
MA	Metropolitan Assembly
MESS	Ministry of Education Science and Sports

MoE	Ministry of Education
NGO .	Non-Governmental Organization
PRA	Participatory Rural Appraisal
PTA	Parents' Teacher Association
SFEP	Social Forestry, Education and Participation Project
SMC	School Management Committee
SPAM	School Performance Appraisal Meetings
SPSS	Statistical Package for Social Sciences
UC	Unit Committee
	United Nation Educational Scientific and Cultural
UNESCO	Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USA	United States of America
VAT	Value Added Tax
WCEFA	World Conference on Education for All

UNIVERSITY FOR DEVELOPMENT STUDIES

CHAPTER ONE

INTRODUCTION

1.1 Background

Scholars disagree on the contribution of the involvement of community-level stakeholders in improving the living conditions of Ghanaians, especially those in deprived areas (World Bank, 1996). Some totally ignore its importance, but others think it's the 'silver bullet' that can guarantee change in basic education delivery. Despite this discrepancy, stakeholder participation at community level has continued to be promoted as a key to development. Many governments, UN agencies and non-governmental organizations (NGOs) view the participation of stakeholders at the community level today as critical to improving basic education, program planning and poverty alleviation (World Bank, 1996).

The involvement of stakeholders at the community level is necessary for any developmental activities, programs and projects to make them sustainable and successful. The importance of the involvement of community-level stakeholders in decision-making is illustrated in the World Bank's concept of participation as "a mechanism in which the role of stakeholders is to share power over the development initiatives and resources that affect them (1996, the World Bank).

N. C. Saxena (1998) claimed that the notions of engagement, authority, sharing or redistributing power and control, wealth, advantages, expertise and skills to be acquired through recipient involvement in decision taking should be included in participation. He indicated that common interest is the most important trait which

1

brings people together to act and that participation in decision-making is a major capacity-building process (Saxana, 1998). Saxana(1998) also believed that learning takes place as people take part in making new decisions and solving problems which leads to improvements in mentality, behavior, trust and leadership. Empowerment is a benefit from the involvement in the decision-making process. An empowered person is one who can take initiative, exercise leadership, show confidence, solve new problems, mobilize resources, and take new action. Involvement enables good use of available resources which helps stakeholders to make projects more successful by giving beneficiaries a voice in deciding priorities and objectives, and by engaging in implementation, thereby ensuring effective use of resources.

The mindset of dependence can be broken with the active involvement of the interest groups, as well as their understanding, self-confidence, and control of the development process. Participation of stakeholders can be an effective way to ensure that the benefits go to the target group. Participation is a process through which the community level stakeholders have a valid interest in certain decisions that affect them (Eyben and Ladbury, 1995). Participation also refers to the active participation in decision making, of the local population over or in the implementation of development projects (White, 1981).Tikare etal (2001), also described participation as the mechanism by which stakeholders have shared power and control over priority setting, policy making, resource allocation and access to public goods and services. According to Lane (1995), meaningful engagement includes the participation of individuals and organizations at all stages of the implementation process including taking action. The best way to ensure individuals have the power to attack the root cause of underdevelopment is to

2

allow them to control all decisions affecting their lives at all levels (Lane, 1995). Community-level participation of stakeholders is a tool to encourage and facilitate a shift in the lives of vulnerable people around the world (Ndekha etal 2003). Participation is a set of processes affecting local groups and playing a part in problems that concern them (Kelly, 2001).

Participation is, according to Fals – Borda (1991), a true and spontaneous interaction of and for ordinary people, which eliminates the disparities between experts and populations and between mental and labour. Sarkissian and Walsh et al. (1997) claimed that participation is possible, when the participants can decide their result. Participation of community stakeholders indicates an active role for the group, which results in significant influence of decision-making.

Chamala (1995) indicated that engaging stakeholders and promoting community-level participants in all-level initiatives, from local to national, would provide a more effective path to tackle environmental management issues. Participation improves the project's effectiveness through group control of activities and decision-making assistance (Kolavalli and Kerr 2002). Price and Mylius (1991), established local ownership of projects or services as a key to promoting environmentally friendly practices. The role of community engagement is to disseminate information within a community, especially local knowledge that leads to a better action and facilitation (Stiglitz 2002).

Kelly (2001), claimed that learning results in commitment, and that learning is also a precondition for improving attitudes and practices. Gow and Vansant (1983) described

four statements summarizing the importance of participation in creation: people are best organized around things that they find most important, local people appear to make better economic decisions and judgments in their own climate and circumstances; Voluntary provision of work, energy, resources and materials to a project is a critical condition for breaking the patterns of dependency and Passivity, local quantity control , efficiency and benefits of development activities contribute to a self-sustainability of the community (Botch Weg 2001).

White (1981) claimed that more can be achieved with participation and facilities can be offered at a cheaper price. Participation is a catalyst for more development, encourages a sense of responsibility, ensures that the need is felt, and things are done in the right way, makes use of valuable indigenous knowledge, frees people from relying on others' expertise and makes them more conscious of the causes of their suffering and what they can do about it. Curry (1993) established that policies that are adaptive to local conditions would be more effective not only in taking into account the complexities of the local social system, economy, climate and culture, but also its implementation would be more likely to be effective through the participation of the local community.

Communities witha say in policy formulation is far more likely to be positive about its application for their locality (Curry, 1993 and Storey, 1999). Golooba-Mutebi (2004), discovered that engagement has a role to play in growing civic knowledge and political maturity, making those in office responsible. Ndekha etal (2003), emphasized that involvement is a collective process in which different groups with common needs live

in a given geographic area actively seeking for needs recognition, decision-making and mechanisms for meeting those needs. On the highest point too, power and influence are shared in true participation by the concerned stakeholders (Chamala, 1995). Awareness of the value of involvement arose from the awareness that the poor of the world have suffered because of not engaging in growth, and involvement by all in policy decisions, implementation and benefits (Holcombe 1995).

Participation advocates are critical of state social policies, claiming they are centralized, administrated bureaucratically, regulated by impersonal procedures and laws that are not responsive to individuals' concerns and needs. Participation not only humanizes the state, it also increases people's and societies' capacity to organize and support themselves (Johnson and Walker, 2000). Dependence on the state is reduced, and common citizens rediscover their capacity for collaboration and collective effort in action at Community level and fulfill immediate instrumental purposes such as recognizing felt needs and mobilizing local capital. The engagement of members at Group level also supports wider principles for social growth. Through engaging fully in social development decision making, ordinary citizens achieve satisfaction that leads to a greater sense of identity and a strengthening of group ties (Price and Mylius, 1991).

Involvement has to do with people 's direct, face-to - face participation in social change and ultimate control of decisions that impact their own well-being, allowing them to play an active role in the process of change, engaging individuals and communities in decisions on issues that affect their lives, improving public accountability and service

5

responsibilities, and fostering collective social stability, understand the importance of working in collaboration with each other and the regulatory agencies.

Participation increases productivity as communities add vital awareness, expertise, and experience to the regeneration process. While community concepts of need, challenges, and solutions vary from those provided by service managers and providers. Participation allows for initiatives specific to local populations, adds economic benefit, both by mobilizing voluntary donations to deliver regeneration and by developing skills that improve work opportunities and increase community resources. This gives people the opportunity to develop the skills and networks required to tackle social exclusion, promote resilience as members of the community, manage their communities and develop trust and skills to support change once the 'extra' resources are gone (World Bank, 1995). At Group level engagement requires people in a group effort to solve their own problems. Individuals cannot be forced to participate in projects that affect their lives but opportunity could be given where possible. Community engagement refers to an active mechanism in the sense of development, whereby beneficiaries control the course and execution of infrastructure programs and not just obtaining a share of project income (Paul, 1987).The presence of expected beneficiaries in the preparation, design, execution and after repair of technology intervention is participation. People are engaged in activities, they control money, and they make a choice that affect their lives (Price and Mylius, 1991). True participation, according to (Warner 1997), is the one that includes the poor and those who are marginalized in terms of income, education, ethnicity or gender.

Participation of stakeholders at Community level allows ownership of local development initiatives which lead to the effective implementation of local development projects. In order to be effective, engagement at Community level requires structural ability of local governments to meet local community needs (Brierley, 1999).According to Innes et al. (1994), Marge rum (2002) and Beierle (1999), careful selection of a representative group of stakeholders, transparent decision-making process to create trust between participants, consistent decision-making authority, professional and impartial group facilitators; regular meetings and adequate resources to assist the group process over a potentially long learning and decision-making period are appropriate conditions for the engagement of stakeholders at community level.

Nonetheless, even though the above approaches are used, the effectiveness of the initiative in achieving more efficient group-level decision-making by members and a public that supports new initiatives as the most viable alternative would depend heavily on the locale.

1.1.1: Type of Community Level Participation

Passive Participation: People are participating by being told by administration that will happen or has already occurred by one-sided announcement.

Participation in Information Giving: Individuals engage through responding to questions from extractive researchers using questionnaire surveys or similar approaches, they have little capacity to influence proceedings.

Participation by Consultation: People participate through consultation, and outside people listen to views and can change them in the light of individuals' responses but do not include them in decision-making.

Participation for Material Incentives: People engage by offering services, such as labor, in exchange for food, cash, or other material benefits, and there is no interest in prolonging activities when the opportunities end.

Functional Participation: People engage after big decisions have been taken by forming groups to achieve predetermined project-related objectives**.**

Interactive Participation: People are interested in collaborative research, creation of action plans, and local organizations are established or strengthened.

Self-mobilization: Individuals contribute by taking steps to alter processes independent of outside organizations. They establish contacts with resources from outside organizations and the technical advice they need, but maintain influence over the way resources are used

1.1.2 The forms and functions of participation

Sarah White differentiates between four types of involvement: contingent, functional, symbolic and transformative. She claims that each form has different functions, and that actors in each form have different aspirations and desires, 'at the top' (more powerful) and 'at the grass roots' (less powerful).

Nominal participation More influential players are also used to lend the construction plans credibility. Less influential people get interested in it with a desire for inclusion. Yet it is nothing more than a show, and is not evolving.

Instrumental participation Sees the engagement of community partners as a way toward a specified goal – also the effective use of community members' expertise and experience in project implementation.

Representative participation: this means giving members of the community a say in the decision-making process and in implementing the programs or policies which affect them. For the more powerful, legislative engagement increases their intervention's chances of sustainability; for the less powerful, it may provide an incentive for leverage. Estrella and Gaventa (1997) suggested that focus has been put on involvement in the 'front-end' of development projects in assessment and implementation and now attention is being given to the role of participatory control mechanisms and assessing growth and other community-based initiatives. Biggs and Smith (1998) have established that practitioners appear to be concerned with particular participatory approaches but pay little attention to whether, by whom and under what circumstances they are being implemented. There are several approaches to include the group, no one approach is inherently better than another, each having possible benefits and drawbacks depending on the situation (Coakes 1999). Cleaver (1999) claimed that 'participation in creation has become an act of faith, something we believe in and rarely challenge.' Kelly (2001) described that participation is frequently

romanticized as a cure-all in order to believe that something participatory is 'healthy' and 'empowering.'

Cleaver (1999) said engagement is the intrinsically 'good thing.' He goes on to say that many clinicians concentrate on 'having the right strategies' and this is the best way to ensure success and that overall considerations of power and politics should be avoided as being divisive and obstructive (Cleaver 1999).Kelly and Van Vlaenderen (1995) observed that 'the use of the concept of involving growth frequently obscures real power differentials between 'change agents' and those on the 'receiving end' of the growth relationship, and sometimes serves as a pleasant deceptive disguise.' Cheers Hall et al (1986) recognizes that the involvement of 'group members' is not a clear matter of faith, but a dynamic problem involving multiple religious views, political powers, institutional structures and diverse conceptions of what is possible. 'Pretty and Scoones (1995) have established that there is a propensity to adopt a moral high ground for those who use the word participation, suggesting that any sort of involvement is healthy. It has become a replacement for the systemic changes required for social change, because of this intrinsic beauty of participatory notion (Botch way 2001). There is therefore a tendency to concentrate on participation to become narrow and neglect many of the contextual problems that remain beyond the control, or influence, of the development project beneficiaries (Botch way 2001). Holcombe (1995) noted that 'Agency for Development verbalizes its dedication to participation but less frequently state the required steps to structure operations that require participation in projects developed by outsiders beyond that of voluntary work.' Pretty and Scones (1995) reported that real involvement in programs for rural development is more

theoretical than reality. White (1981) noted that 'population participation in the physical work of executing a project can hardly be regarded as group participation unless there is at least some degree of group sharing of decisions.'

1.1.3 Importance of Participation

Chamala (1995)Identified participatory effectiveness benefits, stating that 'involving stakeholders and engaging community members in projects at all levels, from local to regional, offers a more efficient route to addressing sustainable resource management problems. Participation enhances the project's viability through group oversight of construction tasks and facilitates decision making (Kolavalli and Kerr 2002).Price and Mylius (1991) have claimed that local ownership of a project or initiative is a key to promoting environmentally friendly practices. They also recognize the role of participation of community Stakeholders in the dissemination of information within a community, particularly local knowledge, which encourages better action (Stiglitz 2002). Kelly (2001) said, the effects of learning engagement are also a basis for improving attitudes and activities. White (1981) described a variety of beneficial explanations for the involvement of stakeholders at community level: more can be done with engagement; these programs are more cost-effective to deliver. Participation has an intrinsic benefit for participants, is a catalyst for more development, encourages a sense of responsibility, ensures that things are done in the right way, enables use of valuable indigenous knowledge, frees people from relying on others' abilities and enables people more aware of the causes of their suffering and of what they can do about it. Curry (1993) recognizes that 'policies responsive not only would it be more efficient for local circumstances to take account of the complexity of the local social

11

system, the environment, climate and culture but will also be more likely to be successful in their execution through the participation of the local community. According to the World Conference on Agrarian Reform and Rural Development (WCARRD), in Brazil, communities with a say in policy formulation are much more likely to be enthusiastic about their implementation "(Storey 1999). Golooba-Mutebi (2004) found that engagement plays a role in growing civic awareness and political maturity that leads to the accountability of those in office. A fundamental human right is the involvement of People in institutions and activities which regulates their life (Porto Alegre) (7-10 March 2006). Participation in the realignment of political power in favor of disadvantage groups and in favor of social and economic development is also significant.

Participation includes stakeholders, for Narayan et al (2000), who influence and share power over the development projects, decisions and services that concern them. Participation in formal development programs increases efficiency and cost effectiveness (Mayo and Craig, 1995).The participation of stakeholders at Community level has ensured, among other things, that the members of the Community are aware of the importance of education and its policies, and that educational facilities and programs are given and monitored, that school projects are initiated through community service, Providing teaching and learning resources for pupils, sufficient preparation and encouragement of teachers, meeting to plan programs for school improvement, ensuring the timeliness and regularity of teachers and pupils at school, ensuring good health and safety in schools, and tracking stakeholder activities and resolving their concerns where appropriate (GES, 2007).The above emanates from the

1959 Accelerated Development Plan, 1961 Education Act, 1988 Local Government Act, 1987 Education Reforms, 1992 Ghana 's Republican Constitution, which provided for the free Universal Basic Education Compulsory (fCUBE), 1995 GES Act, 506 Act, and 2008 Education Act, Act 778. These explain and emphasize the decentralization of education, community participation, duties and responsibilities of the stakeholders. School management committees (SMCs) are established and entrusted with the task of reinvigorating the collective spirit as a way to enhance the delivery of education at the basic level by evaluating the schools 'Problems, and the implementation and internalization of teaching and learning development approaches (GES Act 1995, Act 506).

Development partners, Ghana Education Service, District Assemblies and District Education Office, Teachers, School Management Committee, Chief and Elders, and Parent-Teacher Associations (PTAs) are defined as stakeholders in the Ghana Education Act 2008, Act 778, among others. Such stakeholders are assigned positions and responsibilities at different levels, regional, state, district, and school-community. For example, the Ghana Education Service is responsible for providing the state and district education offices with teachers and other supervisory duties to help enhance basic and secondary education.

1.1.4 Basic Education in West Mamprusi Municipal

The Municipality of West Mamprusi has ten (10) circuits and about one hundred and eighty-three (183) basic schools, consisting of fifty public junior high schools (50), eighty-seven (87) public primary schools, forty-two (42) private primary schools and

four (4) private junior high schools. The Municipality experienced a bad academic performance of students / pupils at the basic level for over a decade now (West Mamprusi Municipal Education Office, 2018).

The findings of the basic certificate test in 2014, 2016, 2017 and 2018 suggest that the overall performance at school level indicates a decline in the performance of students / pupils in the different basic schools, such as junior high schools with a cumulative performance of 34% in 2014, 32% in 2016, 26.03% in 2017 and 12.33% in 2018(WMMED, 2018).It suggests ongoing low academic performance of students at the Municipality's basic level. According to some stakeholders of the Municipality's Ghana Education Service, the poor academic performance of students at the municipality's basic level stems from the fact that primary and junior high-level pupils face teaching and learning challenges as a result of inadequate stakeholder decisions and poor service conditions in the area. Students / pupils in rural parts of the municipality do not have sufficient blocks for the classroom and teaching and learning resources such as books and computers to help promote teaching and learning to enhance student success at the municipality's basic levels.

According to some of the municipality's head teachers, there is a shortage of constructing PT A blocks for students at the basic level in the municipality and even some stakeholders including student and parents failed to attend PTA meetings to help address issues affecting the success of the students. Participation of stakeholders at Community level helps to revive the community-based education system by enhancing the standard of basic education (GES Act 1995, Act 506). The academic performance

of children in the Base Education Certificate Assessment (BECE) is one of the main metrics used to measure success in basic education. Over the past few years, children's academic performance at the level of basic education has seen a downward trend based on the BECE results at state, district and neighbourhood level, due to the fact that attempts by community actors to increase basic education performance have produced little to no results. The Global Report on Education for All (EFA) (2004) emphasized that achieving equal participation in education is essentially dependent on the standard of education offered in schools, this is how well students are taught and how well they learn would have a huge effect on how long they remain in school. Even the Millennium Conference (2000) indicated that quality is at the heart of education globally and at all levels and modes of education. According to some of the Municipality's head teachers, donors who have been visiting schools, tracking teaching and learning events, and helping their school children and teachers have declined over the years, impacting on the output at the BECE.

Several programs and projects, such as the Ghana Poverty Reduction Strategy (GPRS I), the Growth and Poverty Reduction Strategy (GPRS II), the 2003-2015 Strategic Education Plan (ESP), teacher training by Untrained Basic Education Teacher Training (UTTDBE),Basic Education Certificate Examination (BECE) were implemented by the Ghana government, league table, School Feeding programme, Capitation grant, ESP (2010-2020), free exercise books, free school uniforms and laptop computers for basic school pupils among others (Ministers of Education conference report 2010).

Despite these government efforts, academic performance at the national, district, and community levels continues to be poor. The BECE results which is a major indicator of performance in basic education shows a down ward trend at all levels. At the national level, In 1998, 138,477 students, 60.36% of the 229,432 students who attended the BECE passed, 60.21% of the 233,740 students passed the BECE mark in 1999, 60.54% of the 233,785 students passed the BECE mark in 2000, 247,663 students passed the BECE in 2001, 60.40% of them passed the BECE mark in 2002, 60.48% of the 264,979 students passed the BECE mark marginally, 2003 also saw slight change with 60.99 percent of the 268,284 students passed grades, in 2004 this rose to 61.18 percent of the 278,391 students passing. 61.59per cent, 61.91,61 per cent, 28 per cent, 50.21 per cent, 49.12 per cent and 46 per cent of pupils / candidates passed respectively in 2005, 2006, 2007, 2008, 2009, 2010 and 2011. (GES, 28 August 2010), Daily Graphics. On the regional level, in the Tamale Metropolis, it was rather Sad showing the abysmal passed rate of pupils and schools at the BECE, it is the capital of the Northern Region and is meant to be the model city in terms of education and every level of growth for all districts of Northern Ghana. For example, out of 134 districts nationwide, the Tamale Metropolis secured positions 60, 69, 88, 91st, 89th, 98th and 103rd between 2004, 2005, 2006, 2007, 2008, 2009, and 2010, respectively.

The West Mamprusi Municipality's success appeared not promising given the declining success of BECE at the national and regional levels. Performance rate review over a decade was tabled below in table 1.1

16

Table 1.1 Performance rate over a decade

Candidates Presented	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
No of Candidates	790	787	1043	1440	1703	1652	2132	2243	2815	2491	2275	2550
Percentage passed	32.3	41.9	52.8	26.0	42.9	57.5	59.6	44.85	46.3	18.5	8.8	34.13
Percentage failed	67.7	58.1	47.2	74.0	57.1	42.5	40.4	55.2	53.7	81.5	91.2	55.87

Source: (West Mamprusi Municipal Education Office, 2004).

1.1.5 Statement of the Problem

The participation of stakeholders at Community level has ensured, among other things,
Sensitizing and informing stakeholders about the value of education and education
policies and their issues where appropriate (GES, 2007). Participation in formal
development programs increases efficiency and cost effectiveness (Mayo and Craig,
1995). Participation is also important in order to realign political power in favor of
marginalized groups and in favor of social and economic growth (WCARRD. 2006).
When resources derive solely through a centralized source marked by inadequate
exchange of information and openness, citizen participation is discouraged at the
community level, local government is unaccountable and central control becomes
greater (Francis & James 2003).Many states, UN agencies and non-governmental
organizations (NGOs) view the involvement of stakeholders at Community level as

crucial to improving basic education, program planning and poverty alleviation (World Bank, 1996).

They also recognize the role of participation of community stakeholders in the dissemination of information within a community, particularly local knowledge leading to improved action facilitation (Stiglitz 2002). Kelly (2001) said the learning and learning engagement outcomes are also a requirement for improving attitudes and activities. Price and Mylius (1991) have claimed that Project Local Ownership or initiative is a key to promoting environmentally friendly practices. Chamala (1995) described participatory efficiency benefits, stating that 'involving stakeholders and the participation of community leaders in projects is a more effective way of tackling sustainable resource management issues at all levels, from local to regional. Participation strengthens project viability through collective coordination of development activities and facilitates decision-making (Kolavalli and Kerr 2002). Participation of stakeholders at Community level helps to revive the community-based education system by enhancing the standard of basic education (GES Act 1995, Act 506).Participation at Community level of stakeholders requires control of local development initiatives that contribute to the effective implementation of local development projects. Local level requires organizational capacities of local government to meet the needs of local citizens (Brierley, 1999).Public engagement can lead to the promotion of Girls 'education (UNICEF, 1992), Through participating in school activities and actively engaging teachers , parents and communities, it can be learned that girls' education leads to improving different aspects of their lives, such

as enhanced economic development , better family health and employment, lower fertility levels and lower child mortality rates.

For over a decade now, however, schools have witnessed the continuing poor academic performance of students / pupils at the basic level (West Mamprusi Municipal Education Office, 2018). Little (2010) further reveal that marginalization of stakeholders especially technocrats at the various ministries and agencies were a major challenge to participation in education delivery in Ghana. Various actors, like technocrats but military regimes usually exercise authoritarian control, have muted over opposition to the reforms. Guidelines are guidelines, they're directives. Therefore, the conversations were stifled because people were afraid to speak out and threatened. On behalf of the "power-holders" Ornstein (1969) identified "resistance to power redistribution" as one of the obstacles to meaningful involvement. The power holders' "paternalism" and "racism" are obstacles, too. To extend true participation obviously means sacrificing the power of others, so inevitably there is considerable resistance to that. Though "paternalism" doesn't necessarily entail the same hostility as "racism," both usually mean a sense of superiority over others, and definitely do not go along with a commitment to sharing power with others. There appear to be a weaker community level stakeholder participation in the West Mamprusi Municipality.Participation of a poorer community-level stakeholder in enhancing basic education output in the West Mamprusi Municipality appears to have contributed to low BECE outcomes in the Municipality from 2004 through 2015. Improving the engagement of stakeholders at a quality group level would help reduce poor BECE results and improve efficiency.

19

1.2 Research Questions

This study sought to find answers to the following research questions

i.   What are the stakeholders' participation approaches in improving basic education in the West Mamprusi Municipality?

ii. What are the modes of engagements in stakeholders' participation in improving basic education in the West Mamprusi Municipality?

iii. What is the effectiveness of stakeholders' participation in the Municipality?

iv. What are the challenges of stakeholder's participation approaches and its impact on performance in the BECE?

1.3 General Objective

To investigate the involvement of community level actors in the provision of basic education in the Municipality of West Mamprusi.

Specifically, the study sought to achieve the following objectives

i.   To identify community level stakeholders' participation approaches in the delivery of quality basic education in the West Mamprusi Municipal.

ii. To examine the mode of engagement in community level stakeholders' participation in improving basic education in the West Mamprusi Municipality.

iii. To examine the effectiveness of community level stakeholders' participation on performance in basic education delivery in the West Mamprusi Municipal.

iv. To identify the challenges confronting Community level stakeholders' participation approaches on performance in the BECE in the West Mamprusi Municipal.

1.4. Justification

Community level stakeholders' participation would have a capacity of impacting positively on basic education delivery in the West Municipality. The findings of the study would be useful to managers and supervisors of institutions and organizations where stakeholders' involvements are crucial for improving the performance of basic education. The findings of the study would help institutions avoid mistakes which reduces community level stakeholders' participation. Also, both governmental and non-governmental organisations and the community level stakeholders themselves would find the study relevant in designing and implementing community participation policies and interventions in order to ensure effective education decentralization. This would help improve community level stakeholders' commitment to the performance of their duties. Finally, the study will also afford the researcher an opportunity to learn at first-hand what happens at the community level or real-life situation and thus, bridge the gap between theory and practice.

1.5 Definition of Key Concepts.

1. Participation: Is an activity or state of engagement or collaboration with others in doing something or collaboration with others in a relationship (as a partnership) or an entity usually on a structured basis with defined rights and responsibilities or something in which more than one party takes shares.

2. Community level participation: It's involving people in a group effort to address their own problems.

3. Participative decision making: Is the degree to which workers are allowed and empowered to take part in the decision-making of an organization.

4. Community Level Stakeholders: A group of people living within a specific geographical location have a common interest and share the same values as school management committees / Parent Teacher Association, teachers, pupils, community-based organizations and community and religious leaders with a direct interest, investment or involvement in the delivery of basic education.

5. Stakeholder engagement: The process by which an organization involves individuals who may be affected by its decisions, or who may affect the execution of its decision-making.

6. Community: A group of people living within a specific geographical location who have a common interest share the same values and aspirations.

7. Basic education: Refers to 2 years of pre-school, 6 years of elementary education and 3 years of Junior high school.

8. Challenges: Factors or problems which hinder the success or proper functioning of something, a system or a technique.

9. District Bodies: Refers to autonomous bodies with local government offices such as district councils, district education offices, etc.

10. Parent Teacher Association refers to an association of parents, teachers, guardians and persons interested in the education of children in Ghana which was provided by article 190 of the Ghanaian constitution and backed by the Ghana education service act, 1995, act 506.

11. Performance: The contribution or output or effort of an employee towards the achievement of organizational goals.

12. School Management Committees: is the governing board of a basic school which compose of representatives of the community and district education stakeholders such as the District Assembly, District Education Office, Parent Teacher Associations, Community and Religious Leaders, and Community-Based Organisations among others.

14. Stakeholders: Refer to groups or organizations such as School Management Committees / Parent Teacher Association, District Education Office, District

Assembly, Community and Religious Leaders with a direct (or indirect) interest, investment or involvement in basic education delivery.

15.   SPAM: School Performance and Appraisal Meetings. These are meetings organise at the district level by the Centre for Democratic Development Ghana and the Ghana education service and with all relevant players to help find solutions to the challenges of low BECE Performance in the Municipality

16. Supervisor: an organizational member who is officially empowered to evaluate the performance of others. Thus, heads of department, circuit supervisors, managers, sectional/unit heads; who evaluate the work of their subordinates.

1.6 Scope of the Study

The study includes educational actors at community level, such as officials from the Municipal Assembly, employees from the Municipal Education Office, SMCs / PTAs, CBOs, teachers, parents, elders and pupils within the West Mamprusi Municipality. Research emphasis should be restricted to basic education and not the entire system of education. This is because study time and resources are limited for the researcher. Therefore, the findings would be limited to West Mamprusi Municipal and GES nationwide.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section deals with literature review on community level stakeholders'

participation in improving the performance of basic education, perception about

participation in basic education, and challenges of stakeholder's participation in basic

education.

2.2: Theory of Stakeholders' Engagement

A stakeholder is defined as any group or person that may influence or be influenced by

the achievement of organizational goals (Griffiths et al., 2008). The principle of

stakeholder Participation in the preparation, decision-making and execution of

stakeholders' expertise, capital and values into a given initiative, policy issue, or

intervention. Stakeholder engagement literature portrays stakeholders as having the

right to respond to improvement initiatives and policies, as well as being active in

development programs and policies to achieve the desired objectives. In the same way,

stakeholders are "all individuals who are or may be influenced by a decision" (Talley et

al., 2016). Stakeholder theory means that when collective efforts are required to address

a policy problem, it needs the identification of stakeholders that have influence and

control. Stakeholder participation can be interpreted best as formal processes based on

participatory values, in particular complex development problems (UNDP, 2006).

Strengthening the involvement of community members and improving the problem of

BECE results is complicated as there are many mechanisms involved and commitment

in enhancing basic education performance to act through involvement, such as preparing what needs to be achieved, identifying stakeholders and mobilizing and executing the tools. It is therefore the position of stakeholders at Community level that has the power to act.

Engagement of stakeholders as a theory and growth approach originated from ground-breaking research at Stanford Research Institute in the 1960s. They argued that managers needed to address the needs of clients, employees, lenders and suppliers in order to develop strategies that could be supported by stakeholders (Sinclair, 2011; Mitchell et al., 1997).It is focused on stakeholders that are associated with an interest as individuals, associations or organizations and who may influence or be affected by the actions of a large organization (Barney, 2003).Stakeholder engagement has found profound roots in managing strategic development, implementing public policies and business models. Business-based stakeholder theory explores the ability of a company to produce sustainable capital over time and thus its long-term value is determined by its relationships with important mutually interest stakeholders (Rhodes et al, 2014, Menoka et al., 2013).

Literature suggests that wider participation, including the identification and inclusion of stakeholders that are important to the goals and meaning of the participatory process, may increase both the efficacy and efficiency of the engagement itself and the outputs and outcomes of the process "(Marthur et al. , 2008; Talley et al . , 2016).

UNDP (2006) and Griffiths et al. (2008) propose that successful multi-stakeholder involvement requires active participation from the early stages of the process in a

'continuum' for defining problems, mobilizing resources, monitoring and enforcing evaluations. Debate and consensus should be formed at any given moment in the "continuum" (Mitchell et al., 1997; Sinclair, 2011) which defines the process of involving stakeholders from identifying problems, planning, mobilizing and implementing resources. Since they guarantee openness, accountability and responsibility for implementation problems (Barney, 2003). Participation of stakeholders is also a strategy and process to include individuals, organisations and institutions that control or are influenced (Sloan, 2009), have involvement and power in development policy and programming. Stakeholder involvement (SE) as a process requires all stakeholders to be identified and listed in the development issue that is at hand. The list should be sufficiently extensive to include beneficiaries, policy sponsors, nongovernmental organizations, development partners in the private sector, etc. The method also includes assessing their degree of participation and impact (high or low), as well as explaining why they should endorse the initiative or the problem of change. Griffiths et al. (2008), generalize the basic reasons why stakeholders feel that they should be involved: they feel it is right to do so; 'investment,' which they view as returning to investment;' 'compulsion,' which they are participating in if they were asked to do so; and future benefits of which they engage because the possible benefits of participating are greater than they would not.

2.3: Development Communication Theory

Information about development is the use of information to promote social progress. This engages stakeholders and decision makers at community level, creates a stable climate, assesses risks and opportunities, and promotes knowledge through sustainable

development. Communication strategies for growth include distribution of knowledge and change of action in education, Social marketing, social mobilization, media activism, social change communication and community engagement (Manyozo 2006).

Bessette (2006), defined development communication as a structured and systematic application of communication tools, networks, methods and strategies to promote socio-economic development Policy, and cultural growth goals. Design communication is mainly participatory, since, according to Ascroft and Masilera (1994), involvement translates into people interested in design projects and processes, contributes ideas, takes initiative and articulates their needs and concerns while voicing their autonomy. The degree to which participatory strategies include recipients and the capacity of such strategies to expose challenges faced by recipients and include them in decision taking is a concern (Nelson and Wright, 1995).

Development is, according to Wilkins K (2008), a participatory and deliberate approach designed to support the public good, be it in terms of economic, political, and social needs. Participatory development is recognized as pivotal to a healthy and inclusive society that emphasizes the importance of local community cultural diversity, democratization, and involvement at the international, national, local, and individual levels. The approach is not only inclusive but emanates primarily from the conventional recipients (Servaes J and Malikhao P, 2005). Participation calls for listening and trust which helps to reduce the social distance between communicators, recipients, teachers, leaders and followers and facilitates a fairer exchange of ideas, knowledge and experience (Servaes J and Malikhao P, 2005).

A strong example of community stakeholder participation is the involvement of many organizations and community leaders in highlighting the plight of the poor and reaching out to the vulnerable through programs such as education, health and livelihood (Yoon, C 1996). In 1994, the FAO development communication project in Southern Africa was a pioneer in supporting and improving projects and services by using participatory communication. The FAO projects, put under the SADC, developed an innovative method known as Participatory Rural Communication Assessment (PRCA), combining participatory tools and techniques with a strong communication focus required to enhance project results and sustainability (Odame, 2003).

Participatory production is a use of strategy to mobilize social capital, and these are the tool inherent in social relationships which promote collective action. Social capital includes networks of trust, norms and alliances that represent every culture that comes together constantly for common ends. A hallmark of a society rich in social capital is reciprocity that fosters consensus,undermines pluralistic policies and the dignity of the people. According to Fukuyama 1995, the spread of information technology creates networking infrastructure which encourages social capital development.

2.4. Social Capital Theory

Social capital is a term used to describe the presence or role of a person within a given social group which in some ways contributes to their lives. Residents in small towns tend to know each other better than city residents, and they think more about the commonalities. Unlike physical capital or cultural capital, social capital depends on the groups you belong to, the people you know, and the degree to which you are involved

with that group. From the social scientists' viewpoint, social capital emphasizes commonality in order to reinforce societies (Paldam, 2000).

Political scientists claimed there was a connection between social capital and civic participation, which is the degree to which an individual participates in their society or country or contributes to that. Scholars emphasize that a person is more likely to engage in creating a group and to bond with those around them, as it works to their benefit. Social capital is characterized as' characteristics of social organization, such as networks, norms, and social trust, promoting coordination and cooperation for mutual benefit (Putnam, 1996).

As early as 1920 the word social capital was used in the work of Lyda Judson Hanifan, the Community Center, referring to "goodwill, love, collaboration and social interaction between the individuals and families that make up a social unit." Georg Simmel explained the aspirations and responsibilities resulting from social networking transactions (Woolcock, 1998). Also, the amount of trust between members in a social network and social capital is that. There are two forms of trust within social networks: 'generalized' trust, which is trust between two unknown members of the social network and special trust that is shared between friends, relatives and other people who know each other. (Paldam, 1999). In general, trust is the glue that holds the normative environment of social capital groupings together. This is the guarantee that others can reciprocate your cooperative conduct and not to be taken advantage of by free riders. The theory of social capital interprets human action as being driven by social norms and values. In a theoretical context this viewpoint resides somewhere between Adam

Smith's theories of self-serving and individualistic rationality and Levi-Strauss's structuralism (Woolcock1998). With its understanding of the relationship between person and structure, the theory of Social capital is closely related to the theories of Durkheim, Parsons and Weber who argue that moral principles direct individual decisions and actions (Durkheim 1984). Social capital theory is based on the idea that individuals are "incorporated" in a network of social relationships that affect decisions and behavior (Coleman, 2000).

Many researchers argue that the reason for people who cooperate with each other is that it is the most personally optimizing technique for the person in a given situation (Moulin 1995). Others claim that the desire for collaboration is not just an individualistic maximizationto seek to build trust, set goals and establish and implement norms (Granovetter, 1985). According to James Coleman 2000, Social capital is the convergence of the two-intellectual sources, "it acknowledges the concept of moral purposeful action and aims at demonstrating how that theory, combined with unique social contexts, can account not only for individual behavior, but also for the creation of social organization." MichealWoolcock, (1998) Argued that the micro-level social capital and macro-level structures have a structural relationship. He argues that macro-level structures adversely affect micro-level social capital development because they lack organizational legitimacy and are too closed to form organizational linkages between the micro-levels and the macro-level.

The performance of macro-level structures is negatively influenced by social networks at the micro-level if they're too tightly connected to allow other networks to link. This,

Woolcock, 1998 explains as the "bottom-up development dilemma" (Woolcock 1998). This problem occurs when social ties within community, racial, religious, or family networks get too integrated. Woolcock builds upon Edward Banfield 's idea of "amoral masculinity," which is a situation under which social responsibilities and standards for reciprocal conduct are centralized within families and do not apply to the broader community. Woolcock argues that amoral feminism precludes involvement in public institutions by restricting the willingness of a person or group to expand faith beyond their family's loyalties to wider society and civic institutions. Bourdieu (1977) explains that micro-level activities, what he terms "habitus," occur in a dialectical relationship with the objective frameworks of the development "economic area." Habitus is the culture-defined, unconscious cognitive structures which motivate and define behaviour. Within a culture's social systems, habitus is objectivized within ways like kinship, political organization, or conventional networks of reciprocity. The dialectic between habitus and the objective structures that make up the field occurs because of the antagonism created between the shifts in habitus, caused by individual agency, and the accumulation of power in the field, as well as the resilience of the objective structures that make up the field. The antagonism changes both habitus and area. The habitus is forced to represent more of the objective structures of the field, and pressure is put on the objective structures to be more habitus-reflective. Bourdieu claims that the objective structures of the world, such as government bureaucracies or urban environments, are more rigid and less likely to keep up with changes in habitus; he calls it a "structural lag" problem (Bourdieu, 1977). Habitus hysteresis, which is inherent in the social conditions of reproduction of habitus formation, is definitely one of the origins of the

systemic lag between rewards and recognition structures (Bourdieu, 1977). In turn, this problem becomes more apparent as power and economic capital are concentrated in society's representatives and objective structures enabling them to exploit the processes to their advantage. Political power resides not in resources, but in the relationship between properties and economy, the presence of which is inseparable from the development of a single group of agents of similar interests; it is in this relationship that property is constituted in the form of capital, i.e. as an instrument for the procurement of administrative equipment and the processes required for the purpose. (Bourdieu, 2007).

In essence, Bourdieu suggests that those in power preserve their own and improve their positions of control by structuring the sector in a way that guarantees their hegemony on it and the benefits it offers. The micro-level theory of social capital indicates that the higher levels of social capital typically exchanged within and within societies should have a positive impact on the output of macro-level institutions as you have more educated, active and organized people. The low levels of micro-level social capital would result in less accountability at the macro-level. Social capital is the sum of the real or potential resources linked to the existence of a permanent network of more or less institutionalized ties of mutual acquaintance and recognition (Bourdieu 1983). The role determines the capital of society. It is not a single entity, but a variety of separate institutions with two common features: they all consist of some aspect of a social structure, and they encourage people's actions within the structure (Coleman, 1994).

Although physical capital refers to physical resources and human capital refers to individual property, social capital refers to individual relationships – the social networks and the reciprocity and trustworthiness norms that derive from them. In this sense, social capital is closely linked to what others have called "civic virtue." The difference is that "financial capital" draws attention to the fact that when embedded in a larger social network tie, civic virtue is the strongest. There is not simply a culture with many virtuous but lonely individuals rich in social capital "(Putnam, 2000).

'Social capital refers to structures, relationships and norms that form the nature and quantity of a society's social interactions; social capital is not just the amount of the structures that underpin a society — it is the glue that keeps them together' (World Bank 1999).

The foundation of social capital is' relationship matters. It makes people connect with others in the group. It eventually is a common collection of beliefs, ideals and aspirations within the whole of society. Increasing evidence suggests that social stability is key to economic growth for communities and to sustainable development "(World Bank, 1999). According to Coleman, not one single individual is social property. It is a structure that makes these actions simpler, and it has positive results; otherwise it would not have been feasible. Via his study, Coleman discovered that school dropout rate was down due to parental involvement and family social capital. Coleman describes social capital in this context as a collection of resources available in family relationships that are important to the child's social growth. Such opportunities are different from

individual to individual and they give children an advantage in improving their human capital. (Coalter, 2007).

Social capital, according to Putman, is not simply a public good but is for the general good. Putnam notes that bonding social capital is when citizens in the same group are united to accomplish common goals with similar values. Yet the bridging of social capital has the ability to create ties. People of the same background as well as from different backgrounds can connect within or outside the community (Narayan & Cassidy, 2001).

2.5 School-Based Management Theory

Reports of SBM are common in different countries. Some of these concepts include: school-based management, school-site management, site-based management, school-site decision-making, self-management school, school-based self-determination, school-based budgeting, shared school control, and participatory management. For example, different countries used different terminology to describe SBM, site-based management is primarily used in the US, while 'local school management' is frequently used in the UK. Words like 'self-governing school' 'self-determining school' and 'school-based decision-making' are used in Australia to characterize this form of autonomous school management (Naidoo, 2005).

The basis of school-based management is that people who are closer to the students should decide on their educational programmes, such as curricula, equipment, schedule and individuals, facilities and other sources. The SBM is based on the assumption that coordinating such a program would make students more effective (Murphy, 1995). The

SBM law decentralizes the local school boards' obligations and decision-making powers (World Bank, 2003). For this purpose, SBM takes several different forms, both in terms of who has the power to make decisions and the degree to which this decision are taken (In 2006 Gertler et al).But the basic theory around SBM is that giving school-level actor's greater control over school affairs would contribute to improved schooling, because they are in a better position to make decisions to meet school needs more effectively (Malen et al, 1990). The underlying belief is that the closer the decision-making power is to the local communities, the more relevant and effective the resulting resolutions will be. SBM's ideology emphasizes growing school participation, giving people a stronger voice, having awareness of a school's outcomes widely accessible and enhancing school opportunities and punishments based on their success to enhance learning outcomes (Barrera-Osorio et al, 2009).

Murphy (1997)they argued that some form of decentralized transfer of authority from the central and regional offices to local schools is required. Local school efficiency and the involvement of stakeholders and other community members-sometimes students themselves-would improve. Thus, the main characteristic of SBM is the sharing of fundamental interested factors in the field. Oswald (1995) claimed that SBM was a strategy for reforming the education system through the transfer of decision-making authority from the general education offices to the schools. In other words; SBM is described as decentralizing and transferring it from decision-making authority into schools.

SBM is the decentralization of central government school-level authority (Caldwell 2005). He also added that school-based management is the institutional decentralization to the authority level of the school and responsibility for making decisions on important issues related to school operations within a centrally defined priority framework, policies, curricula, standards and accountability (Caldwell, 2005).

Wohlstetter and Mohrman (1996) emphasized the role of school-based management as an empowering force to reconfigure the power relationship between the central education system and schools, to promote continuous and sensitive school improvement. They argue that: "School-based administration is a common school redesign management and governance policy approach that empowers participants, educators, parents, students, and the broader community to enhance their schooling (Wohlstetter and Mohrman, 1996).

Leithwood and Menzies (1998) describe four styles of SBM changes involving; administrative control, technical control, group control, and control of the balance.Administrative control focuses on raising transparency for 'effective expenditure of resources' to the central district or regional office (Leithwood and Menzies, 1998) point out that the supporters of this SBM legislation argued that schools could gain more money for direct student support along with the effective utilization of resources. Professional supervision relies on the use of information from teachers to make important decisions in areas such as budget, curriculum and staff (Leithwood and Menzies, 1998). This form of SBM assumes that the information most important to making these decisions is available to professionals closest to the students. This is

argued that the expertise and experience of teachers should be included in key school decisions, and that 'teachers are required to play a role in the growth, mentoring, and instruction of staff and become key parents of school' (Behrman et al. 2002).The focus of Community regulation is on growing responsibility to parents and the broader community. The basic assumption that underlies this sort of SBM is that the school's curriculum will reflect local parents' and local community values and preferences. The supporters of this method claim that decision-making powers relating to curriculum, budget and staff should be in the possession of parents and community members(Leithwood and Menzies, 1998).

Balance management includes the forms of Group control as well as professional control offered by SBM. Through the standpoint of proponents of this type of SBM, combining control seeks to allow 'better use of teacher's expertise for key school decisions, as well as being more accountable to the local community' (Leithwood to Menzies, 1998). Meanwhile, It includes a broad variety of approaches from fully autonomous schools with jurisdiction over all instructional, financial and staff matters, to more limited models allowing for autonomy in some areas of school operations. Another aspect of heterogeneity revolves around who is granted greater decision-making authority and transparency. Similarly, while usually involving: increasing parent and community engagement in schools, the objectives of SBM reforms differ substantially; Empowerment of managers and teachers, building capacity at the local level, creating accountability mechanisms for site-based actors and enhancing process cleanliness by delegating authority and improving the consistency and productivity of education, thus increasing student achievement. Recently, SBM was adopted as a means to an end

which provides students with good quality education and enhances school management, transparency and accountability. The pure transfer of autonomy and authority to local school agents was considered a goal by itself in the early years of SBM (Gertler et al, 2007). Effective education requires not only physical resources such as classrooms, instructors, and textbooks, but also opportunities that contribute to improve learning and teaching.

Education systems are highly demanding for policy management, technological and financial resources and thus, as a commodity, education is too complex to be developed and efficiently administered centrally (King and Cordeiro-Guerra, 2005; and Montreal Economic Institute, 2007).

Hanushek and Woessmann (2007), suggest that most of the incentives that affect learning outcomes are systematic in nature, and consider in three particular ways such as choice and competition, school autonomy and school accountability. The idea behind choice and competitiveness is that parents who are involved in maximizing their children's learning results should choose to send their children to the most desirable school they can consider (in terms of academic results). Through expanded school choice and distinction, central control authorities have found it appropriate to implement greater accountability structures at program level and on the school site to ensure that the emerging powers of school-based decision-making did not undermine the fundamental intent of public education in the State. The World Development Report (WDR) 2004, Making Services Work for Poor People, also provides a very similar concept in that it indicates that high quality and timely service can be ensured when

service providers are kept accountable to their clients (World Bank, 2003a). It will include the students and their parents in the case of the education sector.

Across virtually all its ways, SBM includes community-level players across school decision-making. Given that these community members are usually parents of school-enrolled children, they have opportunities to improve their children's education (Patrinos and Kagia, 2007). Parents are their children's first educators in any region, and are responsible for early child socialization (Center for Educational Research and Innovation 1997). As Wills et al. (2005) emphasize, parents play an important role in ensuring their children have access to education Whatever the contextual factors, be it government policy, external support or economic demand, it is the individual parents and children who determine whether the commitment and opportunity costs are worth the benefits of the schooling system.

Schooling will only increase if parents are willing to give their children education and the children are willing to remain in school. A common characteristic of school-based management is the unabated focus on learning success for all students in any setting. The topic has its roots in the idea that effective school-based management will enhance school and student education outcomes. This subject is closely tied to school success theory and school reform. Worldwide, education systems have been structured to ensure that the focus of decentralization was on enhancing the learning outcomes of all students through school-based management.

The central concept behind SBM in the sense of developing countries is that people who work in a school building will have more influence over the management of what's going

on in the classroom. The concept behind SBM for developed countries is less aggressive, as it focuses mainly on including community members in the school decision-making process rather than putting them completely in charge. However, in both cases, central government still plays some role in education, and the precise meaning of this position determines how SBM programs are planned and implemented (Osorio et al, 2009).

No theorist denies governmental interdependence, school administration, teacher-classroom conduct and, in most cases, parental attitudes, despite the basic theory of SBM. Developing power at school level, however, means that other entities outside the school, such as local educational offices, are likely to lose some of their control and thus shift the dynamics of power within each school (Cake et al, 2000).

SBM most frequently helps teachers to play greater roles in overseeing and running the schools where they teach. As this extends their work's reach, it often takes more time and effort from them and may often limit their typical freedom to do whatever they want in the classroom. While these changes are minimal (Cook, 2007), not all teachers love having to take on new management responsibilities and obligations.

When more decision-making returns to school employees, parents, and local community members, central and local government Leaders are more likely to will lose the control of making budget decisions and hiring and firing staff, and others will certainly protest the loss (Cake et al 2000). There are conflicting views regarding the origin of the school-based management. Some scholars like (Caldwell, 1993) claim that the concept of

41

school-based management began in Tasmania, first spreading to Victoria and New Zealand, then to the United Kingdom, the United States, and elsewhere.

Wohlstetter and Mohrman (1994) proposed that school-based management arose in the late 1970s and early 1980s within the United States of America and the North America Education Systems of Canada. Wohlstetter and Mohrman (1994) trace school-based management from the North American continent to Australia, New Zealand, the United Kingdom, Europe and South Africa, parts of South East Asia and the Pacific and, more recently, the South American nations. Almost every western nation, and even many in Asia, Africa, and Sought America, has now reached it on its path.While prevalent and introduced in diverse political and educational environments, a range of unique characteristics common to school-based management remain recognizable.

Caldwell (2000) describes the first as building self-management school systems where the authority is significant. Responsibility and accountability are delegated to schools that continue to function within a centralized set of goals, policies, curricula and standards. This conflict between centralized structures, frames of reference and regulation, and the decentralized mechanisms surrounding school-based management, such as local decision-making, school-based governance, and autonomy, is common too much of the school-based management program that exists across the western world through public education systems.

Cheng Kai-Meng (2000) describes this stress in "Autonomous School System" in Singapore. He states; "Teachers worldwide are facing a paradoxical situation in which, although decentralization in education has become the trend.The school reforms are

42

followed by complex measuring structures, like structured policy, and assessment methods. Ironically, structural decentralization has also brought more detailed and severe monitoring of procedures and results measures (Cheng Kai-Meng, 2000).

Some (Darensburg, 1996) see the emergence of school-based management as a direct political answer to include greater parental choices in the school attended by their children, as well as the services provided within the school. In improving proactive decision-making, school districts will now offer a range of services that will distinguish them from other local public schools, and therefore better serve the needs of the school community. Education improvement is a common theme found in many of the school-based management priorities that education authorities around the world are committed to.

As a result, SBM can be expected to improve student success and other results because these locals pursue closer oversight of school staff, better pupil evaluations, closer coordination with the school's needs and its policies, and more efficient resource use(Kagia & Patrinos, 2007).

2.6 Participatory Development Communication

The participatory development communication focused on community and community level stakeholder's involvement in development efforts. This was collaboration between first world and third world communication organizations (Bessette, 2004). Participatory development communication includes understanding the people, their beliefs and values, the social and cultural norms which form their lives. This also includes involving groups, listening and kids in finding problems,

43

developing ideas and acting on them. Participatory communication is a two-way mechanism of sharing ideas and perspectives, using different forms and techniques of communication to encourage individuals and societies to take action to better their lives (World Bank, 2008). According to the World Bank, 2008 it is an interdisciplinary area of involvement in development communication, focusing on empirical analysis that helps build consensus and encouraging knowledge sharing to achieve a significant change in the development initiative. It is not just about sharing information effectively, but also about scientific analysis and two-way contact between stakeholders, such as stakeholders at Community level.

Hemelink and Nordensterg (2008),called for multi-stakeholder participation in ICT, governance, and formal and informal processes of policy development to allow state and non-state actors to shape the media and communications industry. Effective stakeholder engagement is a crucial precondition for open and responsive governance to resolve inequalities by ensuring that all people, including those from the poorest segments of society and rural communities, are able to engage in life-impacting decisions. Further initiatives are required to ensure that government and community members not only have abstract rights but also realistic tools and resources to influence decision-making on the environment and education (Brown, 2013).

Positive involvement is most likely when there is satisfaction with the extent at which the various interests involved in a project or program are involved. Effectiveness is the mechanism by which organizations achieve outcomes that meet an organization's needs by making the best possible use of the resources available to them. Effectiveness

is, of course, equated to the efficient use of educational resources to protect the school environment. According to (Crowther, 2002), sustainability is concerned with the impact that present-day action has on future choices. If resources are used in the present, they will no longer be available for future use, and this is of particular concern if the quantity of resources is finite.

2.7. Participative Decision Making

This is the extent to which employees are permitted and encouraged to take part in an organization's decision-making (Probst, 2005). The system of participative decision-making may be formal or informal, according to Cotton etal, (1988). In addition, the degree of involvement in different participatory management types may vary from zero to hundred per cent (Brenda, 2001). Participatory management also refers to shared leadership, empowerment of employees, involvement of employees, participation in decision making, dispersed management, open book management or industrial democracy (Steinheinder, 2006).Participatory management is important where a large number of stakeholders from different walks of life are involved, coming together to make decisions that may benefit everyone. Participatory decision-making by top-level management ensures comprehensive decision-making and can improve stakeholder involvement with final decisions. Every stakeholder has an opportunity to share their experiences in participative decision taking, voice their ideas and tap their skills to increase performance and team effectiveness. Education, in our modern world, is a factor in competitiveness. The existing educational policy goals include increasing the level of education and upgrading skills within the population and the workforce, enhancing the quality of the education system, preventing child and youth exclusion,

and expanding opportunities for adult learning. Decision making is considered to be the most critical mechanism within the management process (Gulkan, 2008).

Decision-making issues are very common in many disciplines including education management. Many decisions made in educational settings are drawn from an unconscious viewpoint, or only with some very simple knowledge (Merigo et al, 2009). Decision taking is a method of selecting from a number of alternatives to achieve a desired result (Eisenfuhr, 2011). Meanwhile, a range of strategies are being implemented by governments around the world to improve the delivery of education services. One such strategy is to decentralize educational decision-making by increasing parents' and community involvement in schools.

Decentralizing decision-making authority for parents and communities increases competition and ensures schools have the social and economic benefits that best represent the needs and values of those local communities (Chen, 2011). Concerned with concerns such as giving local communities more power and control, as well as disseminating state authority, and increasing organizational efficiency, the decentralization movements saw the devolution of authority as an end to achieving political and administrative goals (Walker, 2000).

A school administrator may include others in a decision that involves an important matter for them, and that they have the expertise to make, rather than making the decision randomly. This kind of action is called making participatory decisions. Participatory decision-making, also called cooperative, collaborative or group decision-making, focuses on the decision-making processes that involve others.

Participatory education decision-making relies on the idea that the active participation of students, parents or community members in school decisions will contribute to better school results (Lunenburg & Ornstein, 2008).

Research on the real problems and needs of the education system has become increasingly unavailable to the government, as the information received as feedback from the level of classrooms, schools, etc. does not reach politicians and decision-makers through their administrative networks, namely through county inspectors. At the other hand, some voluntary organizations, such as councils for parents, pupils and local authorities, have a more frequent effect of addressing all sorts of school problems (Kosa, 2008).

An education system must always be connected to the local community and less regulated from a distance by certain bodies, such as the Ministry of Education in making decisions. The local authority will be based on school needs and will partially take the organizational culture of each school into consideration. Given the aim of the authorities to shift roles, services, general and financial management to schools and the local community, certain changes must be made to the decision-making process. The interest in fostering public engagement in decision-making is an area of concern to administrative decision-makers (Androniceanu, 2011).

In Ghana, the attention of scholars was drawn to the decision-making process in national and foreign businesses, and less to the public sector where certain constraints are imposed by the law system. The decision-making process had changed for the public sector too, after the decentralization process. Therefore, it is important to define

the best practices and establish a decision-making mechanism for the education system's sustainable growth.

2.8 Stakeholder Engagement

Stakeholder refers to individuals or groups who are interested in a project, program or portfolio because they are involved in the research or are influenced by the result (APM Body of knowledge, 6[th]edition (2013). A stakeholder is any person or community or entity that may impact, or impact, or consider itself to be affected by an initiative (program, project, action, risk) Prince (2009). Community level Stakeholder participation is the process by which an agency includes individuals who may be affected by the decisions it makes or may affect the execution of its decisions. We may endorse or oppose decisions, be influential in the firm or society in which we work, hold important official positions or be affected in the long term (TenganCallistus and Aigbavboa Clinton, 2006). In order to enhance decision-making and transparency, businesses engage their stakeholders to discussion to find out what financial, educational and environmental problems matter most to them regarding their results. The participation of stakeholders at community level is a prerequisite The Environmental Reporting Initiative is a network-based organization with a sustainability reporting system which is widely used around the world. The International Organization for Standardization wants stakeholder participation in all of its new standards (Jeffery, 2009). Stakeholder participation in decision-making systems isn't limited to corporate social responsibility frameworks, especially when they want to build understanding and decide on solutions to complex issues or concerns, it is a tool used by experienced private and public sector organizations. An

underlying premise of stakeholder participation at community level is that stakeholders at the community level have an ability to influence the decision-making process. It separates stakeholder participation from communications mechanisms that aim to convey a message or persuade audiences to decide on a decision already made. According to Jeffrey (2009), Stakeholder Engagement is also a guide to meaningful engagement which defines the core values for meaningful participation practices. Stakeholders should have a say in decisions on activities that could impact their lives or critical environment for life and Stakeholder engagement requires the guarantee that the input of stakeholders will influence the decision.

2.8.1 Principles of Stakeholder Engagement

Participation of stakeholders and stakeholder management may be the most critical ingredients for effective project execution, yet they are still regarded as a niche practice or one that can be outsourced to business-as - usual functions. The project managers depend on the individuals to respond to their outputs and benefits. Individuals can react only when engaged. The word "stakeholder management" suggests that these people can be convinced to respond positively to a project, but the truth is that a project manager frequently has no structured authority and thus needs to rely on commitment to attain his / her goals (Jeffrey, 2009).

Having looked at engaging and influencing stakeholders, it is important to seek out and understand the individuals you will interact with and depend on during the phases of the project lifecycle. It is important to share information with stakeholders but it is equally important to gather knowledge about the stakeholders first. For example, a

project may be unclear to its stakeholders in terms of goal, scope, risks and approach, especially in the early stages. Soon, then there is a need for regular meetings to ensure that requirements are agreed and a solution is negotiated for implementation that is suitable for the majority of stakeholders. Except that humans do not always behave rationally, reasonably, objectively or predictably and work with a human emotional consciousness and potential personal agendas. Through understanding the root cause of stakeholder behaviour, you can decide if there's a better way to work together to maintain a constructive partnership.

A more proactive and calculated approach to interaction with stakeholders is important and therefore encouraged. Investing in careful preparation before involving stakeholders will bring substantial benefits. Relationships with the developer contribute to increased confidence. And where there's confidence, people work more quickly and more efficiently together. Investing in defining and building relationships between stakeholders will increase trust in the project environment, reduce complexity and speed problem solving and decision taking. Use foresight to foresee risks, and taking clear and timely action with stakeholders above and beyond traditional planning will greatly enhance project performance. Although this idea is self-evident, it is only very occasionally very well implemented in practice.

Stakeholders are important powerful entities, and should be viewed within the project as possible sources of risk and opportunity. The initial step is to define the most appropriate standard around the diverging perceptions and objectives of a group of stakeholders. Assess the relative importance of all stakeholders in creating a weighted

50

hierarchy toward project requirements and the project sponsor has agreed to this. Project success means different things to different people and in the context of project delivery you need to determine what your stakeholder group perceives to be success for them. Engagement of stakeholders is not a responsibility of one project team leader. It is everyone's responsibility to understand their position, and to follow the right communication and interaction approach. Effective project management requires clarity on the roles and responsibilities of stakeholder involvement, and what is expected of project participants. Compromises are also required, and the municipality is responsible for final decisions and plans, guided by sound planning principles and policies, and advised by a steering committee that involves all the key stakeholders.

2.8.2 The ladder of Stakeholder participation

The participation of stakeholders in the consultation level allowed developers to ensure the development was better tailored to the people's needs. Effective community projects offer a glimmer of hope that citizens and the city can build potential places to construct. The citizen participation ladder (Figure.2.1) shown below eight features or levels, each reflecting a different level of participation. The steps from the bottom up illustrate the level of citizen participation and how much real power people need to evaluate the mechanism and outcomes. The ladder is a useful tool to interpret what is meant by 'participation' in programs and policies. Arnstein (1969) uses the terms 'the powerful' and 'citizen' as shorthand, but stresses that neither are homogeneous entities; and that each group contains more or less powerful actors (Arnstein, 1969).At the lowest end of the ladder, influential actors make use of ways of non-participation to enforce their agendas. Participation as a tokenism happens when participants learn

about interventions and are able to tell something about them and that's what power holders call 'data.' Participants' voices would have little effect on the action, thus participation will not contribute to improvement. Participation on the upper end of the ladder is for people getting the leverage to compromise and change the status quo. Their voices are heard, and they respond (Arnstein, 1969).
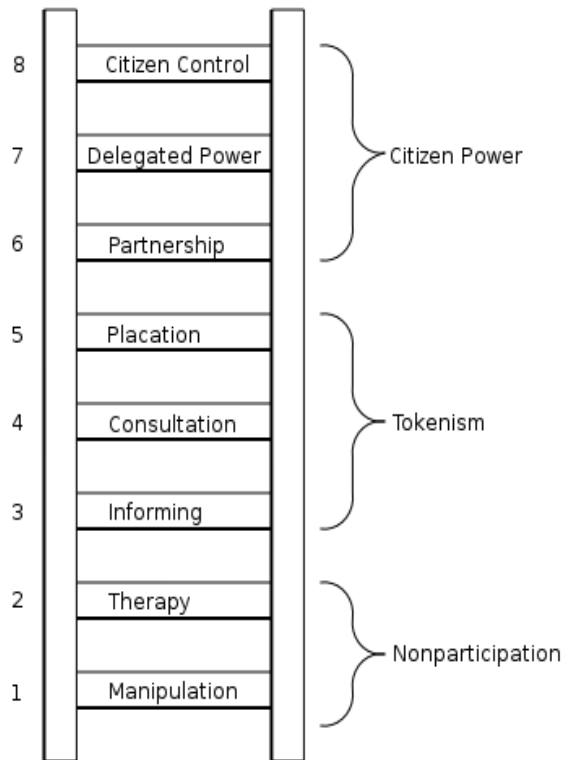
Figure: 2.1 Ladder of Participation

What the ladder doesn't reveal is the acts and obstacles for going from one stage to another. Finally, even more rates may occur in real-life scenarios, and within the same action, people may travel up and down the ladder over time.

52

2.9 Stakeholders in Education

There is no widely agreed Stakeholder Concept. A reasonable description, however, is that which is equal to all affected persons and manageable units in the participation process, because large or small numbers of people who do not represent all groups pose serious challenges for technical reasons (Mushauri and Plumm 2005).A stakeholder is everyone affected, and may also positively or negatively impact an organization, its plan or mission. Such stakeholders may be inside or outside the organization, and may be at senior or junior levels with the ability to react, compromise and influence the organization's strategic direction. (Eden and Ackermann, 1998). This is a very limiting term as it excludes those affected but who have no authority responding or bargaining with (Bryson Company, 2004). Alternatively, Bryson favors an inclusive interpretation that includes all stakeholders impacted by transition, which is more consistent with the Bryson principle of democracy and social justice (2004).

This would be accurate but it would be unhelpful to say everybody is an education stakeholder. Though a person feels the impact of their relative success or failure, and each is influenced by the effect of their actions on education which can be positive or damaging. Yet this generalization does not help to define focused collaboration, coordination or intervention strategies. The roles and obligations are delegated to different bodies and organizations at various levels: Local (sub national, urban and regional). At each level, stakeholders can be involved in government (or regional and international intergovernmental), civil society, non-governmental organizations, or the private sector, sustainable development education (2014).

According to Quality Research International (2011), a stakeholder is an individual (or group of persons) involved in an organization or organization's activities. With regard to education, the stakeholders are those groups of people who have an interest in producing consistent and reliable results. They include government, employers, teachers, academic and administrative personnel, institutional executives, prospective students and their parents. Campbell and Rozenyai (2002) identify stakeholders as students, community and government participating in educational provision or benefiting from it.

Maassen (2000) indicates that other meanings of Stakeholders in higher education mean specific groups of external influences that have a direct or indirect interest in higher education and cannot be protected by the consumer-provider comparison at all. New actors have entered a conventional monopolistic partnership with two key features between the state and public institutions of higher education. First, in the last few decades the role of the external actors has become more relevant. Furthermore, the presence of these external actors has also increased as regards the internal affairs of individual institutions of higher education. Gross and Godwin (2005) note that by recognizing, learning from and engaging their stakeholders, educators can take their cues from the successful businesses enjoyed. They describe "stakeholders" in an article entitled "Education's Many Stakeholders" as "individuals or organizations who stand to benefit or lose from a program or organization's success or failure. "Parents, teachers, graduates, staff, employees and societies included. Education stakeholders have various views on the results of schooling and the aims of learning, thereby impacting how educational institutions are structured; define the learning, and

54

consider the student's existence. In addition to this Cadora (2008) describes education stakeholders under the word "society" as "parents" and "students," "government" and "religious groups," and employers and societies. According to the Singapore Ministry of Education (2013) there are many educational stakeholders, such as the child himself, his parents and family, his teachers, his principal, the Ministry of Education, the Government, Company and Business, the Alumni Association and the School Advisory / Management Committee, each of whom would play an important role in motivating all children to learn better and to fulfill their full potential. In support of the above, the International Reading Association (2012) suggests that educational group members include; students, families, teachers, administrators, politicians, and the public who are interested in the creation, analysis, and reporting of assessment information and must have an equal voice. Students are concerned about their learning of literacy, their concepts of themselves as literate persons and the quality of their subsequent lives and careers. The teachers are concerned because of their appreciation of their pupils, their professional experience and expertise, their view of themselves as teachers and the nature of their community working life and status. Clearly, families are involved in their children's health, wellbeing, and educational future. In education, the public spends money, partly as a future investment, and has an interest in preserving the quality of that investment. Managers and policy-makers are involved in the fund stewardship. An evaluation of quality education is a huge burden which requires the participation of all the required stakeholders in a democratic society.

The appraisal image is skewed if any one stakeholder / perspective is absent, ignored, or favored over others. A stakeholder is an individual, community or organization that has an interest or concern in an organization according to the Business Dictionary (2013). Stakeholders may be affected or impacted by the organization's actions, goals and policies. Some examples of key stakeholders are creditors, executives, staff, government (and their agencies), investors (shareholders), suppliers, unions and the community from which the company derives its resources. The International Reading Association (2012) says stakeholders are vital to an association or agency or project's progress. Neglect them and they are going to be working directly against you. Manage them well and you and your business, company or mission will be actively promoted. It is therefore important to identify stakeholders of organizations or entities or programs through brainstorming, mental mapping, stakeholder lists, perennial initiatives, organizational maps, directories, and categorization of stakeholders (users / recipients; governance-management groups / boards, influencer-trade unions, media, and provider-suppliers, partners).

2.9.1 Community Level Stakeholders Participation in Education

The goal of any type of initiative that aims to engage community-level stakeholders in education is to improve the quality of education so that more children learn better and are well prepared for the changing world. There are numerous reasons to support the belief that community-level stakeholder participation contributes to this objective. Extensive research literature has led to the identification of the following rationales that explain the importance of educational participation by stakeholders at the community level.

Most governments around the world have dedicated themselves to providing education for their children. While some community members have historically been involved in basic education, it has not been fully recognized that communities themselves have the resources to contribute to education, and they can be resources by providing local knowledge for their children. Parents, elders and other community leaders may engage in the process of study and data collection to identify factors contributing to lower enrollment and attendance, as well as poor academic performance in their schools. Moreover, parents are generally worried about their children's schooling, and are also able to help enhance educational delivery in those places where teachers are absent and weak in quality ensuring that teachers arrive on time for classrooms and perform efficiently in classrooms. Parents and communities are important tools that can be used not just to help enhance the quality of education but also to become the central agent of the delivery of education. Parents and communities contribute capital, labor and materials in some developments where government expenditures at the primary level were extremely small. (World Bank 1995b). The lack of government funding leaves parents and the community with the school facilities, resources, and pupil supplies. As a consequence, in keeping the schools running, society and parents are in the middle. The participation of families and parents helps to create curricula and learning materials that represent the daily lives of children in society. When children use textbooks and other tools in their community to describe their own experience, they can better align what they are learning with what they already know. Communal schools in Papua New Guinea set the goal of linking the culture of the pupils' home

community with the culture of the school. The schools thus see the community as the learning centre, as well as the educational focus. (Goldring, 1994).

Communities can help understand and reduce causes that contribute to educational concerns such as low enrollment and poor academic performance. In the case of Gambia, where the Participatory Rural Assessment (PRA) methods were adapted to the educational needs is well illustrated. The work was done to understand why girls don't attend college which unite communities around the issue, and help them create their own solutions (World Bank 1995a). Public participation can also promote education for girls (UNICEF, 1992), By participating in school activities and frequently engaging with teachers, parents and communities, understanding that girls' education contributes to the advancement of different aspects of their lives; such as higher economic growth, better family health and nutrition, lower fertility rates and lower infant mortality rates; This also helps to understand factors that deter girls from education as part of school activities by involving parents and families in conversations. Parents are encouraged to voice their concern about why their daughters are not going to kindergarten. For example, many parents in rural areas refuse to send their daughters to distant schools, worried about the safety of their daughters on the way to and from the school. Since girls are important household labors, however, they help their mothers do the chores and look after their young siblings. The time taken for the parents to go to and from school seems to be too much to waste. Such problems are significant challenges that need to be discussed that resolved to encourage the education of girls. Involving parents and communities in school activities also helps recognize potential community teachers, particularly local female teachers, who

greatly assist in educating girls. In addition, in areas where families are insensitive to girls ' education, elderly or religious leaders who are respected by members of the community may convince them to send their girls to schools if the dialog with these respected people is successful. There are different ways to bring parents and members of the community closer to the schools they represent, including: (a) reducing discontinuities between schools and neighborhoods and between schools and families; (b) minimizing tensions between schools and cultures, between schools and families, between teachers and parents, and what is learned and learned at home. (C) Make it simple for pupils to move from home to school. (D) Training pupils for learning experiences; and (e) reducing new school entrants' cultural anxieties (Cariño and Valismo, 1994).

Communities may contribute to schools by bringing respected community members, such as religious leaders or tribal leaders, to classrooms to talk about cultural heritage, rituals, customs and values that have historically been practiced within the group. The schools themselves will contribute to civic projects by developing innovative approaches to the local issues. One example of this is the Social Forest, Education and Participation (SFEP) pilot project in Thailand, documented by McDonough and Wheeler (1998).

When schools are viewed as oppressive entities, parents and members of the community do not feel welcome to take part in educating their children. They are unable to accept any responsibility in school issues and seem to believe that education is something that educational professionals in schools should take care of, many

people, particularly minority groups in many developed countries, develop this kind of negative attitudes towards schools because they are not treated with respect by teachers. For example, those who do not speak the official language of the country and follow customs and culture other than the norm feel discouraged in classrooms where teachers do not display appreciation for their linguistic and cultural diversity. There have been times in history when children are forbidden to use their first language in classrooms, and they get serious punishment when they violate the rule enforced by the school or government. This educational climate is unfavorable to parents and adolescents, and thus leads to low participation, poor academic results, and high repeat and dropout levels for these students. Involving school groups is a way to promote equality by recognizing and addressing inequities rooted in institutions and culture as a whole. It's also a tactic to build an atmosphere in which parents feel confident taking part in schools. Additionally, in certain countries, parental participation in education is seen as a right, or an outright democratic norm. According to OECD study (1997), "parents in Denmark, England, and Wales have the right to be listed on school governing bodies. They have a right of representation on a whole range of policy-making bodies in France. The Charter of the Parent grants a range of rights to English and Welsh parents, including the right to some information from the school. In Spain, the Constitution acknowledges the right of teachers, parents and students to engage in the interpretation of the scope and essence of the educational service, and also the upcoming legislation in Ireland puts parents at the center of the educational process and provides them with the opportunity to engage. Parental participation in education, particularly in the governance of schools, is seen as a means of making schools more

accountable to the community that funds them. Some countries like England and Wales, Canada and the United States have experienced this. The definition of parental participation in accountability stems from a more market-oriented framework in which school-family relationships are regarded as business partnerships in which both parties obtain reciprocal and complementary benefits that allow them to function more efficiently (OECD, 1997).

One of the main factors in ensuring program sustainability is the availability of funding, whether from states, private organizations or donor organizations. In this regard, community engagement in education cannot pay for the maintenance of schools on its own because communities also have to rely on external funding to support the system. Involving the group, however, is a way to ensure that once the external initiatives are stopped, the advantages provided by a development plan can remain. Thus, sustainability depends on the degree of self-confidence built in target communities and on the broader society's social and political commitment to development programs that promote the continuity of new self-confident communities (Lovell, 1992). Members of the Group are required to be actively involved in the intervention process by preparation, implementation and assessment. In addition, they are required to learn skills and knowledge which will enable them to take over the project or program later on. Community engagement may lead to the growth and enhancement of the home atmosphere by encouraging parents to consider the benefits of schooling for their children. A study by the World Bank (1997) that studied primary education in India found that families who are aware of the value of education can contribute a great deal to the learning achievement of their children, even in deprived

districts. It also shows that students from families who supported schooling for children, by allocating time for study at home, promoting reading, and supporting educational goals for their children, scored significantly higher on learning achievement tests. In addition, not only do families involved in schools have a positive perception of education but they are more likely to partner alongside schools in efforts to improve children's learning. To ensure that children are mentally able to learn in kindergarten, mothers can also help their children with homework. Heneveld and Craig (1996) Arguing that one of the key factors in assessing the efficacy of the school is parent and community, as they can promote the preparation of children to go to school and their cognitive development by ensuring well-balanced diet and child health.

2.9.2 The Duties/Responsibilities of Community Level Stakeholders in Education
The Ministry of Education (2010) sets out other duties / responsibilities for education stakeholders such as Ministry of Education, Ghana Education Service, Metropolitan / Municipal / District Assemblies, Metropolitan / Municipal / District Education Offices, School Management Committees / Parent Teacher Associations, and Traditional Authorities and Civil Society. District Education Oversight Committees (DEOCs) are mandated to monitor the state of school building and the requirements of school infrastructure, including cleanliness, land and facilities, monitor the supply of textbooks and other teaching and learning materials, monitor the moral and professional conduct of all staff and pupils, Including proper execution of duties, including regular and timely attendance of teachers and pupils, and disciplinary matters, monitoring of complaints of all kinds relating to education and related to or

arising from staff , students, principal, parents, members of the community, and collecting information on private educational institutions operating within the district. The Schools and School Management Committees (SMCs) shall assist districts and regions in collecting data as needed by submitting standard data, conducting surveys and questionnaires, informing districts and regions of any capacity building needs, carrying out small-scale assessments of school-based programs and events, Reporting results to local and district governments and state authority. Local Authorities and Civil Society Organizations shall convey the views of the community whose needs are addressed by the District Medium Term Development Plan (DMTDP), provide information on how educational programs and policies operate on the ground and their effect on the community; Provide input on how other accountable officials (teachers, school managers, district and state educational agencies) conduct their duties; serve as on-the-ground watchdogs to uncover malpractice, abuse, inefficient resource allocation and bad policy decisions; assist in tracking and assessment data collection; carry out critical analyzes from educational concerns close to the target population, and from accurate and reliable evidence to inform decision-making at all levels and to produce better outcomes, voices and experiences can be channeled so that they can influence policy and practice at national level. Education for Sustainable Development (2005) suggests that the stakeholders' roles and obligations are complementary at each point. Governmental and intergovernmental bodies are responsible for setting policies and structure, promoting public participation and feedback, national (and international) educational initiatives, and embedding and operationalize education systems. Civil society and NGOs are responsible for raising public awareness,

activism, campaigns and lobbying; consultation and feedback into policy formulation; provision of quality education, mainly in non-formal settings; participatory learning and action; and mediation between government and citizens. The private sector is responsible for entrepreneurial projects and preparation, models and strategies for management, implementation and assessment, and for creating and exchanging sustainable production and consumption practices. Nevertheless, the production of knowledge and capacity, the manufacture of educational and information materials, the identification and mobilization of capital, the modeling of best practices in institutional life, the sharing of information and the promotion of cross-sectorial cooperation are some functions that are common to all parties. Specific note must be made of aboriginal peoples, due to their unique and long-term relations with different geo-physical environments and due to threats to their lives and future. We are stakeholders in both the active and passive context, but more importantly serve an information fund in balancing education use and preservation. Without idealizing this human-educational relationship, personal experience and information transfer from generation to generation gives indigenous peoples a role in educating the broader debate and offering comprehensive insights into human survival and development 'management' practices. Press and advertising companies are critical players in promoting wide public knowledge and ownership in which education will remain the interest of a few enthusiasts and will be restricted within the walls of educational institutions. Only an increase in public opinion will lead to an awareness and dedication to the values of education, and thus a contribution to educational and information initiatives (Education for Sustainable Development, 2005).

Similarly, the Ministry of Education, (2013) indicates that the functions and strengths of the respective educational stakeholders in helping children achieve desired educational outcomes require a shared understanding of the type of collaborations that can be pursued and how to fulfill the respective roles. Students esteem knowledge and want to learn. To make the most of the experience given by schools; to stand firm in what is correct, to recognize what is right and wrong with parents and teachers, to value authority and to have a strong sense of civic responsibility, to work individually and with others, with intent, enthusiasm and pride in their work, to display a spirit of caring and sharing with others; And as citizens of their country they have dignity and pride. Parents / grandparents support schools in their efforts to educate the child, take absolute responsibility for their children / grandchildren 's upbringing and set good examples for them to follow; instill in their children / grandchildren a sense of duty, helping them become good citizens; And show love and consideration for their children, by being involved in what they are doing. Teachers inspire love for their students, care deeply for students' character and moral growth through word and example, foster collaboration, entrepreneurship, innovation and creativity in students, empower, encourage and help students discover the potential inside themselves, pursue continuous learning and believe in their calling to influence the young. Society embraces and encourages our young people to be active in civic life, upholds and conveys the right values and attitudes to our young people; acknowledges the diversity of abilities and talents displayed by our young people and sees the importance of each individual, offers students and teachers scholarships and bursaries; and provides help to families and students in need of assistance. Business / industry provides

opportunities for young people to explore the world of work, collaborates with schools to devise innovative initiatives for young people, such as providing career-related projects; promotes training opportunities for teachers ' professional development; and provides students and teachers scholarships and bursaries. Alumni Groups express loyalty and responsibility for future generations by promoting the school, presenting a sense of history to the school, serving as mentors and role models for the school students, and offering students and teachers' scholarships and bursaries. The School Advisory / Management Committee supports school services, functions and activities in an advisory and voluntary capacity, provides funding and helps the school raise funds for growth, facilities and enrichment activities to the benefit of the students and staff; Offers ties and promotes networking between the school on the one side and the community, industry and parents on the other for mutual benefit and quality education, serves as a role model for active student citizenship; and provides moral support and motivation to the Principal and staff. Waters (2011) also describes educational stakeholders as representatives of the school board, principal, site administrator, staff, parents and students who are actively involved in the school's overall operations. Successful schools promote essential involvement of parents, students and teachers (Wilson, 2008). School board members consist of members that are typically elected by the school district voters, but are elected in certain districts by the mayor or other officials of municipalities that may include towns, cities, or counties. The composition of a school board varies from district to city; similarly, the boards' authority can vary from district to district, and from city to city. School boards have the authority to hire teachers and staff, and dismiss them. They are the policy guardians who help enact

66

improvements that would benefit the school, or advise the school administrator who is responsible for enforcing and sustaining the board's policies.

The roles of the school board are close to those of a major corporation's chief executive officer. In most cases the school board selects the superintendents of the school system. The school district superintendent has the duty, with the support of the school board, to ensure that staff hires follow state expectations and assist the district with its educational experience. The district superintendent as a stakeholder also takes crucial decisions on matters such as new school construction, district finance, and a significant part of the curriculum and teaching going on in the public schools. The district superintendent has other duties that include developing long-term development strategies, providing education, and increasing the districts. The site administrator is the single most powerful stakeholder in the school setting (Spillane et al., 2007), and is required to set the academic tone for students, parents, staff and members of the community through successful participatory leadership. In addition, the effective site administrator uses a distributive approach to daily school operations to ensure that all internal and external stakeholders are maximally involved (Spillane at al., 2007).

Finally, the site administrator can be exposed to major influences from the school's cultures-explicit and implied interactions between staff-that can decide the efficacy of its leadership. The site administrator would also need to be aware of the inter-works of these societies in order to maintain successful leadership, as Kezar asserted (2001). The instructor plays an important role in the educational process along with the student, as one cannot work without the other. Teacher empowerment will ease student

67

empowerment (Short and Greer, 2002). Teacher empowerment provides teachers with an important role in decision-making, in managing their work environment and conditions, and in creating opportunities to participate in a variety of professional roles (Short and Greer, 2002). It's anticipated that the teacher as a stakeholder would have the technical experience to guide the students in instruction. The instructor may be a tutor, boss, counselor and community leader as well as serving in an instructional capacity. For students or other teachers, the instructor will be a mentor. In every aspect of a teacher's daily duty the position of supervisor is present. The role of the teacher as counselor can be used to provide guidance to students or advisory committees in the school.

2.9.3 Relationship between Community Level Stakeholders and District Education Office

According to Cotton and Wikelund (2001), parents perform some important responsibilities as partners in the education market. The primary concern of parents is to ensure that their children receive a quality education that will enable the children to lead healthy, fulfilling lives as adults in a global society. Parents add important benefit to their children's educational experience as they can better understand their own children and can have a direct impact on student activities such as time-management and learning patterns, dietary practices, and personal safety and general well-being. Parents as educational partners provide the school with additional support to assist with student achievement, and to promote a sense of community pride and engagement that may affect the school's overall performance. Parent engagement in the educational process of their children through the attendance of school events, participation in

decision-making, encouraging students to balance their social and academic time wisely, and modeling their children's positive actions is a valuable tool for schools across this country.

2.9.4 Driving Forces of Community Stakeholders Participation

Although central government plays the primary role in providing public education, community stakeholders play a complementary role to the government in fragile states that suffer from political turmoil and stagnant economy. In any role that community plays, be it substitute, complementary, or critical, the most important driving force is the demand for education from the side of a wider community (the school community). Also important are information sharing within the community and between community and school, collaboration and coordination among actors within the community and administrative institutions, critical thinking abilities of community stakeholders for analyzing government policy and their own needs to initiate action, attitudes of trust and mutual respect among people over school management, untiring efforts to improve, and a spirit of voluntary contribution (Nishimura, 2014).

2.9.5. Ways by which community level stakeholders can improve participation in education

Participation of stakeholders at Community level may contribute to the delivery of education across various channels. A list of ways in which community members can contribute to the delivery of education is as follows: promoting participation and educational benefits; increasing the morale of school staff; raising money for schools; ensuring regular attendance and completion of students; constructing , maintaining and

upgrading school facilities; contributing to resources, supplies, property, and funds; recruitment and retention of teachers; decision-making on school locations and schedules; planning and evaluation of teacher attendance and performance; setting up community education committees to oversee schools; regularly attending school meetings to learn about success in learning and actions in the classroom; Providing skills training and knowledge on local culture; helping children study; obtaining more money and solving problems through the education bureaucracy; encouraging and supporting girls ' education; providing teachers with protection through providing appropriate accommodation for their students; they plan school timetables; control the budget for operating schools; identify factors leading to educational issues (low attendance, excessive repetition and dropout); and improve children's readiness for schooling by providing them with sufficient nutrition and stimulation to their cognitive growth.

2.9.6 Ways by which community level stakeholders' participation can support teachers

Between different types of donations from community members, some are directly aimed at teacher support. For example, community members may provide, or create, housing for teachers from outside the city. The shortage of trained teachers in rural areas is important, and the preparation of a safe environment and housing is necessary to attract teachers, particularly female teachers, who otherwise prefer to remain in or go to urban areas. Teachers will benefit from the active involvement of community members in their children's schools. For example, by promoting the learning of children, community members themselves can be a valuable resource to help teacher practice in the classrooms. Local villagers came to schools in the Social Forestry,

Education and Participation pilot project (SFEP) in Thailand (McDonough and Wheeler, 1998), and helped students understand different species indigenous to that area. Community leaders may enable students to understand the concepts teaching by teachers in classrooms by bringing students into the community, interacting with community leaders who are educated about the history of the village and some of the problems the group faces. Respected community leaders will become insightful lectures that can come to the classrooms and teach community-faced problems to the students.

Furthermore, community members will help teachers by adding their ability to speak the local language because most students don't understand the language of instruction of the teacher. They can attend classrooms as interpreters who not only translate languages but also help teachers as well as students by bridging the gap that exists between cultural values of teachers and those of students. Furthermore, parents and other community stakeholders can contribute to teachers' teaching materials by providing them with knowledge and materials that are locally sensitive and more familiar to children. Community stakeholders' participation in education can also be a powerful incentive for teachers. Teachers' absenteeism and lack of punctuality to show up in classrooms on time are serious problems in many places. Among many other reasons, lack of monitoring system is one of the critical factors contributing to these problems. When teachers are monitored and supervised for their attendance and performance by community stakeholders, they tend to be more aware of what they do. Feedback from parents and other community stakeholders about their teaching performance can be a strong tool to motivate teachers, if schools are also collaborative.

71

2.9.7 Conceptual Framework
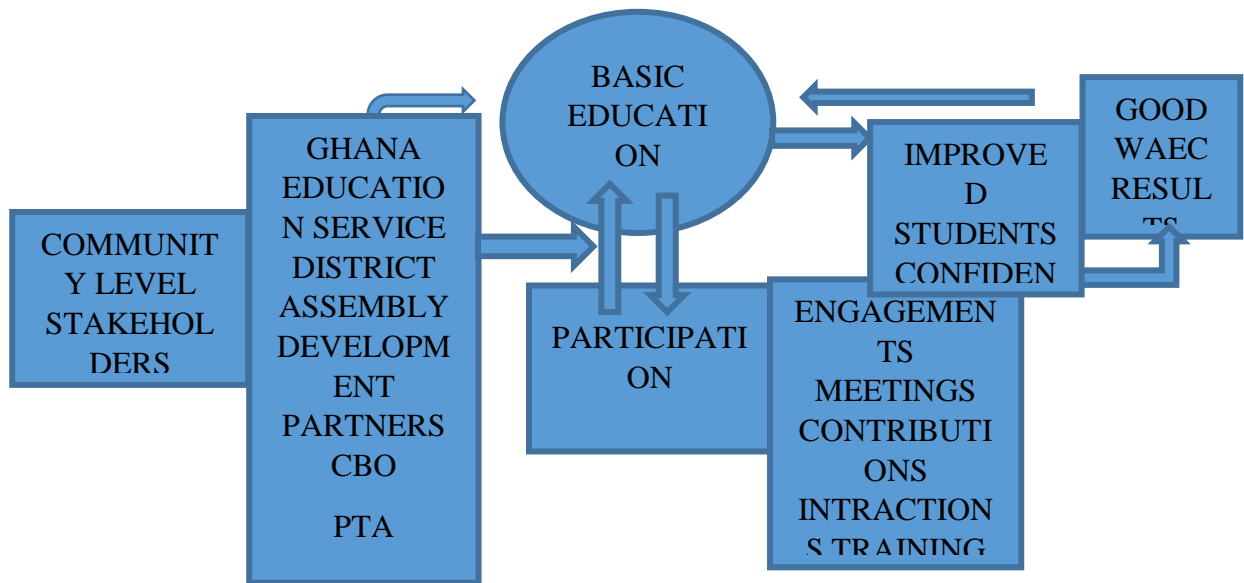
Figure 2.2 Conceptual Framework on community level Stakeholders Participation towards Improving the Performance of Basic Education Delivery in the West Mamprusi municipality

Education management in Ghana requires the participation of each stakeholder towards enhancing the performance of education delivery (SMC's Training Manual, 2012). Improvement in basic education delivery, which is pupils' academic performance at the basic education certificate examination does not come about instinctively but must be planned and worked for or motivated to happen. Stakeholders are persons or groups that have the power to make decisions on how basic education delivery should happen or are affected by the outcome of improved basic education delivery include the Ministry of Education/Ghana Education Service, District Education Directorate, District Assembly, pupils, teachers, and School Management Committee /Parent -Teacher Association. These stakeholders are

expected to perform their duties, thus a pattern or standard regulating their participation in view to enhancing basic education delivery within education decentralization process. Stakeholder responsibilities are complementary hence no single stakeholder can ensure enhancement of basic education delivery. For instance, the ministry usually develops policies and oversight responsibility over Ghana Education Service which is an implementing agent. The Ghana Education Service develops curricula, implement approved policies, train teachers, and distribute teaching learning materials to the various districts among others. The District Assembly provides infrastructure and sponsor teacher trainees. The District Education Office post teachers to schools distribute teaching and learning materials to schools, supervision on regularity and punctuality of teachers and pupils to school, and provide orientation and in-service training for teachers among others. Teachers are to teach, coach, mentor and train pupils to pass the basic education certificate examination to become good citizens. School Management Committees which is the governing board of a basic school and compose of representatives of community and district education stakeholders such as the District Assembly, District Education Office, School Management Committees/Parent Teacher Associations, community and religious leaders, and community-based organizations among others is to provide leadership to schools. Parent Teacher Association refers to parents, guardians, teachers and persons interested in the education of children of a particular school and are expected to sensitize for enrollment drive, ensure regularity and punctuality to school, provision of school needs, teaching of pupils, provide guidance services and ensure good relationship between teachers, pupils and community members among others. Pupils

are the children enrolled in a particular school for formal education and are expected to attend school regularly and punctually for effective teaching and learning.

2.10 Challenges to Participation in Education Delivery

Little (2010) indicates that policy implementation and resistance were the major challenges to participation in improving education delivery in Ghana. There were coup d'état and counter coups which prevented the implementation of well-planned policies and reforms. Most educational policy implementers also stress the need for testing and piloting initiatives to test their functional characteristics and take corrective steps before moving to scale. Therefore, the implementation of policies and reforms in 1987 faced resistance from the middle classes bureaucrats in the Ghana Education Service. Those who disagreed did not speak out about the legislation during public debates. They've found ways to circumvent the new program, instead. Most middle-class children attended private high schools and sat a year early on the Common Entrance Test. They joined the conventional secondary school immediately in this way, rather than waiting for a year and going to high school via the existing junior high school. This practice according to Djangmah (2009) was also followed by the children of some, but not all, members of Provisional National Defense Council, who used the private primary schools to gain subsequent advantage within the public senior high and tertiary systems.

The Dublin City Council (2010) reported that community engagement is facing various challenges. People with disabilities are unable to take part in decision-making due to a lack of information and understanding on behalf of people running community

groups, lack of transportation and access problems. Older people are often afraid to go out after dark, and many older people are quite isolated, especially those who have been affected by moves (their own or those of the people around them) due to redevelopment. People who misuse drugs are stigmatized such that other people tend not to trust them. Persons from other communities or countries as a result of language barriers, lack of education, lack of time-either working (often very long hours) or taking care of the family at night, others do not live in the local area and do not want to get involved, and lack of knowledge of the community and charitable sectors. Young people are left out because those with more influence than they do not do what young people are calling for, either because they don't listen to them or listen to them but then they don't do something. The young have no voice, and politicians don't take it seriously. Little (2010) further reveals that the marginalization of stakeholders, especially technocrats in the different ministries and agencies, was a major challenge for participation in the delivery of education in Ghana. Different stakeholders, like technocrats but military regimes usually exercise authoritarian control and they have muted over opposition to the reforms claiming that guidelines are guidelines and that they're directives. Therefore, the debates were stifled because people were afraid to speak out and threatened. Three important Ghana Education Service units (Supplies, Research and Development and Planning Curriculum, Budgeting, Monitoring and Evaluation) were mobilized to distribute textbooks to the new Junior High Schools. Some officials of the Ghana Education Service were charged with corruption, and at that time the GES Director General was sidelined by both government and the World Bank. The British Association of Community Workers (2009) sees the reasons why it

is difficult for people to engage in what professionals do: feeling dissatisfied with current members. When you're black and they're all white, for example, if you don't speak English as they're all are, when you're a man and the community is all female, when you're a working class and they're mostly middle class, the fear of being 'treated differently,' knowledge of misrepresenting or overlooking your views in the past. A feeling of shame can make some individuals very reluctant to participate in activities with other community members. For some of the most marginalized groups, that can be a major factor. Fear of the unknown may serve as a barrier to civic involvement.

On behalf of the "power-holders" Arnstein (1969) identified "resistance to power redistribution" as one of the barriers to genuine participation. The "paternalism" and "racism" of power-holders are obstacles, too. Extending true participation obviously means losing somebody's power, so naturally there's a huge resistance to that. Although "paternalism" typically does not entail the same animosity as "racism," both generally imply a sense of dominance over others, and definitely do not go along with a commitment to sharing power with others.

2.10.1 Social Structure Challenges

Structural factors that because low accountability is each institution's lack of autonomy, and extreme social inequality (Bruns et al., 2011). Research show that, when the main actors in local government, education, and parents / community members are autonomous in their decision-making and resource management, an accountability system will work well (Ogawa & Nishimura, 2015).If resources come primarily from a single source marked by inadequate exchange of information and

76

accountability, the involvement of citizens at the community level is discouraged, local government becomes unaccountable and central control becomes stronger (Francis & James, 2003).

Under the decentralization policy, social inequality tends to reproduce unequal client power and quality of education between schools. Socio-economic and regional inequalities continue to lead to differences between the resources available and the level of academic achievement between schools in different countries (Ogawa & Nishimura, 2015). There are numerous cases where the heavy economic burden of education on the community in some countries in the 1980s and 1990s resulted in disparities in the quality of education between schools and regions (Bray, 1996).In the post-conflict situation in El Salvador, access to primary education expanded rapidly, while parents, region, and Association for Community Education were reported to have unequal financial capacity resulting in disparities in student education and learning performance Kristiansen and Pratikno (2006). They also noted that decentralization in Indonesia brought about an increase in parental education spending and socio-geographic inequalities. Abolition of school fees, also referred to as compulsory primary education policy or free policy on primary education, aims to guarantee equal opportunities for schooling, although this strategy minimizes local decision-making power by strengthening central influence over school finance (i.e., the central government's flat rate of capitation substituted for the different rates of tuition fees and parental contributions) and thus opposes the principle of decentralization (Sasaoka & Nishimura, 2010).However, in reality, parents and community members bear the cost of education in forms other than tuition fees (e.g.

contribution, examination fees, development fees, compensatory or remedial lesson fees, etc.), and it is likely that disparities in customer power will continue in an unequal society (Ogawa & Nishimura, 2015).

2.10.2 Individual Attitude and Organizational Culture Challenges

Another big problem has more to do with people's behavioral habits, including attitude and community. It takes time to adjust one's mindset and develop power, with various kinds of uncertainty in the process, even with the legal and administrative structures in place. In India, for example, local authorities and members of the community are used to following orders and cannot adapt to the "guidelines" on the basis of which they might have taken autonomous action (Varghese, 1996).

Additionally, several cases at school level demonstrated that the corporate culture and conservative behavior of teachers and administrators did not necessarily exert the authority that had been delegated. In Nicaragua, for example, the organizational culture of schools affected the way schools treated the devolved power differently and broadened the gap in the standard of education between schools (Rivarola& Fuller, 1999).Where obedience to authority is a social norm, it does not appear that local district officers and members of *the* community practice devolved decision making (Chapman, 1998).In Asian countries, it has been stated that parents, teachers and principals preferred retaining the status quo to taking the risk of implementing a reform, and thus the power transferred did not result in educational reforms for change at school level (Chapman, 1998).Case studies from Ghana and Indonesia showed that the hierarchical actions of head teachers and teachers during the reform of the local

78

curriculum did not alter the attitudes of teachers to be more autonomous and spontaneous, and the current pedagogical practices persisted (Pryor, 2005). Other literature indicates that a school culture that promotes parental and community engagement seems crucial if such involvement is to take place (Shoraku, 2008).

Chapman (1998) claimed that community leaders lacked the ability to change the situation, and that the awareness and trust required to address the standard of education did not contribute to improved quality of education in Ghana and the Philippines (Mfum-Mensah&Friedson-Ridenour, 2014). In Less decentralized ways of school management, theoretical conflict exists between teacher professionalism and the political legitimacy of group stakeholder engagement (McGinn & Welsh, 1999).

In Latin American countries such as Guatemala, where the power to recruit and fire educators was passed to the government; there were disputes between teachers and members of the community over staff management and school policies (Tamura, 2012). This uncertainty does not disclose much of the current literature on developing countries, however. Instead, due to the top-down nature of policy formulation and devolution implementation, and the volatility of people's attitude and behavioral changes, participation is relatively restricted.

2.10.3 Socio-Cultural and Political Aspect of Participation Challenges

The form and degree of participation are determined by the socio-cultural context of each society. Both Ghana and Tanzania, generally has a higher level of parental education leading to a higher level of involvement in school management (Mfum-Mensah & Friedson-Ridenour 2014). Yamada (2012) argues that the School

Management Committee's (SMC), SBM-type school management framework and institutionalization itself tends to favor trained men who are familiar with the work of the school management committees, rationale and formalities, thus excluding others. The participation of stakeholders at Community level in legitimate school spaces takes the form of a tokenism, with school management representing only a small number of political elites (Khanal, 2013).The recruiting of teachers in Guatemala and Honduras was focused on Political loyalties rather than teaching qualifications and confidence of broader community members in community-managed schools due to the involvement of the patronage policy with community engagement (Altschuler, 2013).

McGinn and Welsh (1999) consider that a highly standardized individual in terms of rates and the delivery of education and training is one of the essential conditions for smooth democratic decentralization. Needless to say, this criterion is not met by many developed countries, and yet various forms of decentralization and SBM are being applied predominantly top-down, leaving individual attitudes and organizational culture as remaining challenges for improving accountability in school education.

2.10.4 Chapter Summary

In the light of the above scholarly perspectives to community stakeholder engagement as a fluid communication practice to improving social and community development process by various parties participating in policy and program design, as well as the execution and assessment of programs or programmes. There is strong awareness of the need for greater participation of various stakeholders and the public in community decision-making processes Michael, Thomas, Pius & Roland, 2008). Various lines of

reasoning are proposed to explain why cooperation should be encouraged (Fiorino, 1990). Chilvers (2007) have long been recognized in distinguishing between actors serving the interests of groups and publics, who mainly serve themselves but are theoretically representative of various social classes. The people involved and the people affected are the greatest specialists in their issues and needs. First and foremost, one huge lacuna that the literature failed to unravel is the fact that, the literature is silent on the poor or weaker community level stakeholder's participation in government policies and programmes. Secondly, a study conducted by Michael, Thomas, Pius and Roland (2008), revealed that stakeholder participation per se seems to be often an all-purpose vehicle. This 'vehicle' is not appropriately being integrated effectively as a fluid communication that has the tendency to enhance the performance of BECE in the education system. Furthermore, integrating various sources of knowledge and values to accept and implement a preconceived project or to improve decision-making or learning during and through the process is the safest way to solve real-life problems (Michael, Thomas, Pius & Roland, 2008). Creativity and a further creativity are important components of a successful future model of education (Saebo, McCammon and O'Farrell 2006). The interdisciplinary approach promotes and encourages creativity relative to new method with a lot of potential for advancing teaching practices in design (Sahlberg&Pasi, 2010). But in practice, there is little or no room for integrating interdisciplinary and trans disciplinary perspectives, ideologies, needs, methodologies, vocabularies in a multi-facet model for solving real life problems.

Furthermore, the literature is also mute on the distinction between participation strategy and consultative strategy. More so, the literature did not explicitly elaborate on the direct impact or influence of community level stakeholder participation in the basic education and the achievement/ performance of students in BECE.

Additionally, Scoones, Jones, Lo Iacono, Redding, Wilkinson,Wood (2017), Argue for an integrative modelling approach to understand dynamics, to combine processes, patterns and participatory models that seek synergies between perspectives, and to encourage cross-disciplinary interactions. In spite of this, the literature has not sufficiently delved deeper into whether or not the background, knowledge, believes as well as attitudes of all people who matter should be explored. Conclusively, the initial response of most design educators is that they benefit from interdisciplinary approach. Nonetheless, a consistent list of drawbacks has emerged since urging participants to further build upon their thoughts. It will bring an unhindered and objective interdisciplinary perspective to this article. The analysis goals are more realistic in terms of future training and study, based on the broad variety of opinions marshalled from the readings.

2.10.5 Summary of Minor Findings

Via interactive learning opportunities, therefore, would provide an atmosphere for which students are actively interested in creating their own research and learning, the core principles of the current cognitive learning theory are thus placed into practice (Barkley, Cross and Major, 2005). Brown (2000) stresses the need to tackle both the cognitive and the social dimensions to facilitate successful learning. The literature

however, does not talk about the type of participation approach that is appropriate in promoting effective community level stakeholders' participation in basic education delivery.

Also, Public involvement is not a dichotomous system with only two types of involvement, either involvement or lack of involvement; it is a continuum. Throughout the literature the continuum of specific participation levels is also called "participation typology" (Arnstein 1969; Pretty 1995; Tosun, 1999). A typology which contains a variety of rates of participation can be interpreted as the effects or end products of participation. The leaders in creating typologies of group engagement are Arnstein (1969), Pretty (1995), Choguill (1996), Tosun (1999), and Selin (1999). Four decades ago, Arnstein (1969), one of the pioneers of participation research, divided community involvement into eight levels and used the rungs of the ladder as a metaphor for these levels: coercion, mediation, information, consultation, location, cooperation, delegated power, and citizen control. She further classified coercion and mediation as non-participation, since the main goals of these two rungs were to inform or heal group members; she classified information, consultation and selection as tokenism, because the participants were only advisory rather than decision-makers; and she classified cooperation, delegated authority and citizen influence as the authority of the citizens; Since visitors have a stronger say in making decisions. The power of individuals increases as the rungs advance from intimidation to human control. The question now is that the literature does not pragmatically state how to incorporate these levels of community involvement into the provision of basic education to mitigate the declining fortunes of Ghana's basic education.

Finally, Claridge (2004) claimed that participation evolution tends to be based on trial and error, with participation achieving dubious success and often practicing represented perversion. He argued that participation theory reflects a shift from regional, spatial, and top-down approaches to more locally focused methodologies that dominated early development initiatives. While there are various opinions in the literature as to the roots of the theory of participation, there is agreement that it derives from the theory of political sciences and development. The vagueness and lack of conceptualization of involvement and empowerment create uncertainty about goals and the assessment of the participatory development process outcomes (Claridge, 2004). Parents and communities are important tools that can be used not only to help improve the quality of education but also to be the key agent of educational delivery. Parents and communities contribute capital, energy, and resources for certain developments where government expenditure at the primary level was extremely small.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section explains the nature of the analysis and the methods used for obtaining study data. The aim of this section is to allow potential researchers to recognize the strengths and weaknesses of the research process so as not to replicate the weaknesses and strengthen the strengths.

3.1.1 Study Area

The research is carried out in the West Mamprusi Municipality of North East Region of Ghana. The Municipal was established in 1988 under Legislative Instrument (LI) I 1448 which was later replaced in 2012 with LI 2061 following the establishment of the District of Mamprugu Moagduri. The municipality is situated between 0 ° 35'W and 1 ° 45'W longitudes, and 9 ° 55'N and 10 ° 35'N latitude. It has a total land area of 2610.44 sq km and shares boundaries to the east with East Mamprusi and Gushiegu Districts; to the north Gonja, Savelugu Municipal and Kumbungu District to the south; to the north Builsa, Kassena-Nankana East Districts and Bolgatanga Municipal (Upper East Region) and; to the west, Mamprusi Moagduri District. The West Mamprusi Municipality is one of the administrative assemblies in Ghana's North-East Region with Walewale as its capital. Administratively, the municipality is situated within the North East region and has close economic and functional relations with some major settlements in the Upper East region such as Bolgatanga and Fumbisi. The Municipality of West Mamprusi has a population of 121,117 (GSS, PHC 2010). Approximately 50.8 percent of the municipal population is female while 49.2 are male

and constitute 4.9 percent of the total population in the city. About six in ten (63.2 percent) of the municipal population live in Rural areas while urban areas account for the remaining 36.8 per cent. The city council has a population ratio of 96.8. The urban population is young, with about two-fifths (46.2 percent) of the population below the age of 15 forming a broad base population pyramid that tapers off with a small number (6.5 percent) of older people 60 years of age or older. For the municipal, the overall age-dependence ratio is 102.6, the age-dependence ratio for males is higher (109.8) than for females (96.1). There are 86 communities in the municipality including some fishing and farming camps. The municipal population is largely rural, with 76,503 people living in agricultural settlements. Urbanization is based in the municipality of Walewale; this is the main urban area with a lot of social services. West Mamprusi Municipal population density is 46.4 per square kilometer.

3.1.2 Literacy and education

About 39.9 per cent of the population aged 11 years and older is literate while 60.1 per cent is not literate. The proportion of literate males (46.4%) exceeds that of females (33.8%). Many literate people can read and write in English and Ghanaian (56.5 per cent). Two-fifths of the literate population (40.0 per cent) can write and read in English. 48.7% have never attended school, 41.4% are currently attending school and 9.9% have attended school in the past, in the local population aged 3 years and older. The percentage of females never attending school (53.6%) is higher than their male counterparts (43.6%). 50.6 per cent of the population currently attending school is in primary and 17.2 per cent is in JHS.

3.2 Research Design and Approach

For this study, a descriptive research design was used to accurately and systematically describe the nature participation in the Municipality; the research incorporates qualitative and quantitative data collecting and analytical methods (mixed method) to draw a conclusion which adds knowledge to existing literature. This looks at the number of stakeholders examined and their role in enhancing basic education efficiency at a given point in time. The researcher used social survey as an approach which is a methodical gathering of social data from a sample of targeted population through standardised interviews and questionnaires. The choice of social survey is made because the time available to complete the research is limited to one academic year, and as such a social survey is one of the best methods for studying a social trend in such a short period of time.

3.2.1 Sampling Procedure

Purposive sampling methodology was used to sample community level actors in the Municipality whose opinions are relevant to the study and who also share some characteristics and interests in improving basic education and can help the researcher find answers to the research questions. The choice of purposive sampling technique provided a wide range of qualitative technique and designs for the researcher to draw on. This enabled the researcher to make generalisation from the sampled data that is being study and also provide an insight into the phenomena under study.

3.3 Sources of Data

The researcher and his team gathered primary and secondary data for this study. The primary sources of data were conducted through face-to-face interactions, questionnaire administration and interviews of the sampled representatives of SMC, PTA, CBOs, pupils and teachers, parents, GES officials and elders in the Municipality. Secondary sources of data included literature from authors and other authorities.

3.4 Questionnaires

Questionnaire was structured to help obtain answers in accordance with the study questions and goals. The questionnaire was conducted either by self-administration or face-to - face interviews depending on the level of literacy and the time available to the respondents. The researcher trained two research assistants to help with questionnaire administration. This enabled the researcher obtained the data in time for the study.

3.4.1 Interviews

The study report performed both structured and unstructured interviews to collect valuable information for data analysis. The researcher actively carried out face-to - face interviews with primary source respondents including PTA and SMC officials, head teachers, and leaders of opinion. This helped him to obtain detailed information on the involvement of Community stakeholders in the delivery of basic education.

3.5 Sample Size and Sample Selection

Purposive sampling methodology was used to sample community level actors in the Municipality whose opinions are relevant to the study and who also share some characteristics and interests in improving basic education and can help the researcher find answers to the research questions. The Municipality was put into five zones and from these zones, ten circuits were purposively identified and two schools were also selected purposively from each circuit based on the number of schools and respondent population in a circuit. A simple random sampling technique which gives all units of the target population an equal chance of being selected was used to select twenty-two stakeholders at each circuit making it two hundred and twenty respondents through the lottery method. These stakeholders are involved in enhancing basic education performance in the West Mamprusi Municipality. The choice of purposive sampling and simple random sampling techniques in determining the sample size and sample selection enabled the researcher to sample from the population with a particular purpose in mind by looking at the characteristics of population that are of interest to him and also to give the respondents equal likelihood of selection in order to give the group an unbiased representation.

3.5.1 Justification of sample size

Since this is qualitative research, the study had a maximum sample size of 220 participants/ respondents, comprising 162 males and 58 females in the Municipality. The validity and insights generated from this sample size was enough to make inference on the community level stakeholders' participation in improving performance of basic education in the west Mamprusi municipality.

89

Using Cochran's formula with confidence interval of 95%. This is expressed as;

Sample Size, n $=\frac{PQZ^2}{E^2}$, Where, p= the estimated population. The value of P is estimated on the basis of assumed parameter values, on existing knowledge.

Q= 100- P, Q is derived by subtracting P from 100

Z= the value corresponding to the confidence level chosen from the study, namely that our estimates are correct in 95percent of cases or 99percent of cases which is 1.96 or 2.57

E= standard deviation. That is the maximum deviation from true proportion that can be tolerated in the study

Therefore, p=82.7

$$Q=100-82.7$$

$$=17.3$$

$$E = 5^2$$

$$=25$$

Z=95% confidence level

$$=1.96$$

Sample size $= \frac{82.7 \times 17.3 \times 1.96^2}{5^2}$

$$=\frac{5496.215536}{25}$$

=219.8486

=220

3.6 Questionnaires Administration

Questionnaires were administered to help obtain answers in line with the study's goals and research questions. The questionnaire was conducted either by self-administration or face-to - face interviews depending on the level of literacy and the time the respondents had available. The researcher trained two research assistants to help with questionnaire administration. These enabled research assistants acquire an appreciable level of knowledge and skill about the study.

3.6.1 Focus Group Discussions

Focus group dialogue was conducted with the city's open population to gage their experience, work, and identify key stakeholders at the community level, and the contributions and challenges they face. Focus group discussion as a tool for data collection allowed the researcher to bring together stakeholders at the community level who have common backgrounds or experiences to discuss the topic of interest and to help provide an insight into how the groups think the issue of participation.

3.6.2 Observations

The researcher also visited the schools and observed the facilities and other resources provided by community level stakeholders. This ascertained the available resources at the community level. Observation as a tool for data collection enabled the researcher to actively acquire information from primary sources by closely observing and monitoring the participation process during the research which enabled him and his team see in advance the likely expected and or the unexpected results of the research.

3.7 Data Analysis

The data gathered were qualitatively and quantitatively analysed using descriptive statistics, content analysis and simple inferential definition. This is because the study's aim is to examine and explain the phenomenon, and draw conclusions. The researcher used the Statistical Package for Social Sciences (SPSS) to insert the data into the computer.

3.7.1 Chi-Square Analysis

Null Hypothesis

H01: there is no relationship between mode of engagement and effectiveness of community level stakeholder participation.

H02: there is no relationship between participation approaches and stakeholder participation effectiveness.

Alternative hypothesis

H1: there is a relationship between mode of engagement and effectiveness of community level stakeholder participation.

H2: there is a relationship between participation approaches and stakeholder participation effectiveness.

To test the hypothesis, a chi-square goodness of fit test was used at 95% confidence level ($\alpha = .05$).

92

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the study findings, and addresses them. It describes the breakdown of the different parts of the document, such as the descriptive statistics of the respondents' socio-demographic characteristics, the approaches to participation in the provision of basic education that exist in the study area, the way stakeholders engage, the efficiencies and effectiveness of stakeholder participation and factors that affect stakeholders' participation in basic education delivery in the study area. It presents the results and the study's discussion according to priorities and research questions. The chapter is divided into two principal parts. The first section provides the respondents ' Demographic statistics, while section two provides the explanation for each of the four research goals that follow.

1.To identify and assess community level stakeholders' participation approaches in the delivery of basic education in the West Mamprusi Municipal.

2. To examine the mode of engagement in community level stakeholders' participation in improving basic education in the West Mamprusi Municipality.

3. To examine the efficiency and effectiveness of community level stakeholders' participation on performance in basic education delivery in the West Mamprusi Municipal.

4. To identify the challenges confronting Community level stakeholders' participation approaches and its impact on performance in the BECE in the West Mamprusi Municipal.

4.1.1 Demographics Characteristics of Respondents

This segment of the results describes the demographic characteristics of the respondents. The demographic characteristics selected are those deemed significant as informed by the available literature on the topics discussed for the purpose of this analysis.

4.1.2 Sex of respondents

The survey findings (table 4.1) indicate that the majority of 162 (73.6 percent) respondents were males, with 58 (26.4 percent) being females. While women are the least category in the survey, they play many roles, such as supporting men in providing school needs for children, providing parental control for children and actively participating in the municipality's basic education delivery (Gyekye, 1998).

Table 4.1: Frequency distribution of Sex of respondents.

Sex of Respondents	Frequency	Percentages (%)
Male	162	73.6
Female	58	26.4
Total	**220**	**100**

Source: Field Survey, 2019

94

4.1.3 Age of Respondents

The data shows that 66.36% of respondents were under age 36 and above 36 years were 33.64%. However, according to Johnson and Neumark, (1997) categorization, ages were group into the following, it as: (1) age less than 30 years, (2) age between 30 to 45 years (3) age between 46 to 60 years and (5) age above 60 years, with the productive age of a person normally ranges between age 15 and 49.

Table 4.2: Frequency distribution of Age of respondents.

Age of Respondents	Frequency	Percentage, (%)
15-25	103	46.8
26-35	49	22.2
36-45	36	16.4
46-55	18	8.2
Above 56	14	6.4
Total	**220**	**100.0**

Source: Field Survey, 2019

95

4.1.4 Marital Status of Respondents

Interviewees' marital status (stakeholders) was explored for the purpose of this study The analysis shows that, majority of participants (52.7%) interviewed are married, 46.8% of the respondents are single (never married) and 0.5% and 0% windows and divorcees respectively. However, marriage is considered as one of the most important institution of Ghanaian societies in present time, someone who is not married at a certain age is almost an abnormal, whiles every woman in African societies wants and hopes to be married. In most Ghanaian society authority is vested with male heads, which has an impact on decision to participate or not to participate in decision making and use technology (Gyekye, 1998).

Table 4.3: Marital Status of Respondent.

Marital Status of Respondent	Frequency	Percentage (%)
Married	116	52.7
Single	103	46.8
Widows	1	0.5
Total	**220**	**100**

Source: Field Survey, 2019

4.1.5 Educational Level of Respondents

On respondents' educational status, 101 (45.9 percent) had tertiary education, a few respondents 8(3.6 percent) had secondary / vocational and technical education, 13 representing 5.9 percent had no formal education, while the remaining 98(44.5 percent) had completed or are still in basic education. None of the respondents did have non-formal schooling, however. The findings suggest that, as seen in Figure 4.1, the majority of respondents had formal schooling. Stakeholder higher education status improves the ability to access and use the disseminated information to them about successful involvement and creativity in the delivery of basic education (Namara et al. 2013). The survey data demonstrates that most respondents (101) have tertiary education and the ability to process and use information disseminated to them to make quality and timely decisions during stakeholders' meetings for the delivery of a better basic education in the municipality. Bonati and Gelb (2005) revealed that, higher educational levels of respondents place them in a more receptive position in adopting innovations. This also necessitates an effective and efficient way of stakeholder participation in basic education delivery. Hence, educational levels of stakeholders' can be used as one of the predictors of their attitude towards the use of effective stakeholder's participation approach in basic education.
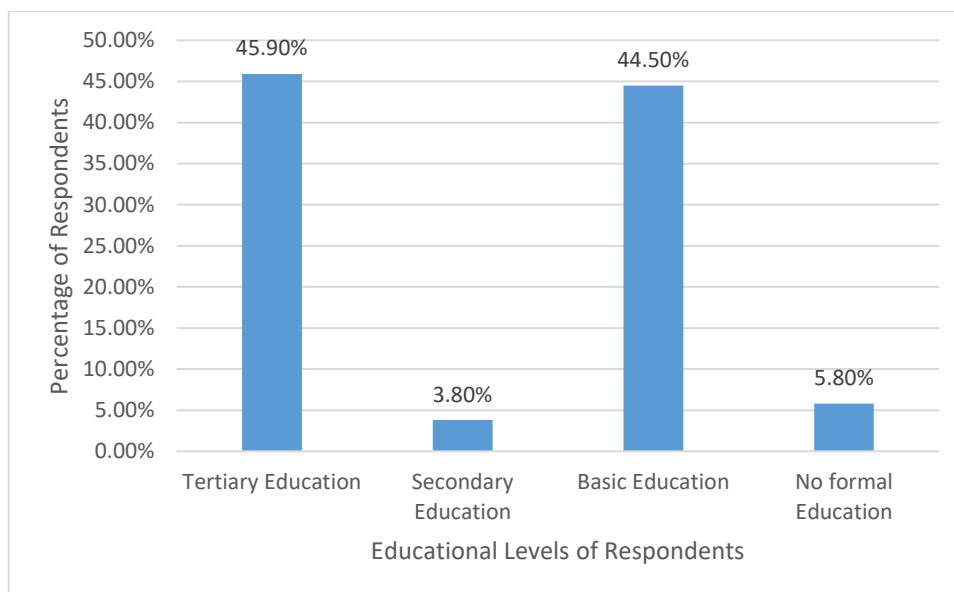
Figure 4.1: A Bar Chart Showing the Respondents Level of Education

Source: Field Survey, 2019

4.1.6 Experience/ Years Respondents Stay in the Communities

Figure 4.2 below presents results of the period with which the respondents stayed in the communities. The results show that, 83(37.7%) of the respondents stated between 0 – 5 and 6 - 15 years respectively, 16(7.3%) of the respondents stayed in the communities 16 – 25 years whiles 9(4.1%) and 29(13.2%) of the respondents stayed in the communities between 26 – 35 and 36 years above Some researchers have indicated that familiarity with a specific activity is important in achieving results over time (Fiedler, 2007; McCall et. al., 2004). Further research supports this assumption that, the number of years of work influences a work output, (McDaniel et al. 2007). The bar chart below again demonstrates the number of year's respondents/ stakeholders of education stayed in the communities within which the respondents were chosen and interviewed. This chart further delineates the frequency table above.

98
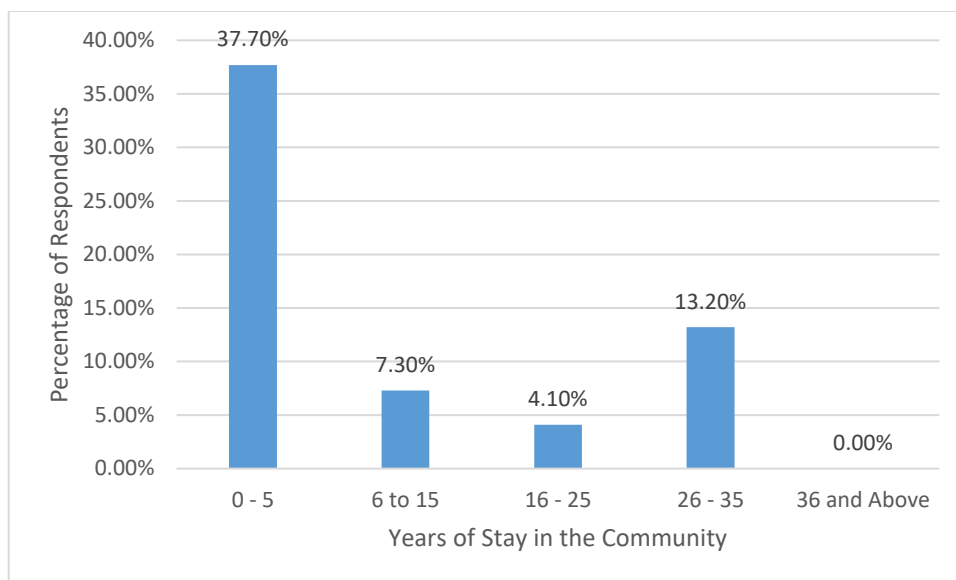
Figure 4.2: A Bar Chart Representing Years of Stay in the Community

Source; Field Survey, 2019

4.2 Community Level Stakeholders Participation and impacts on preformance in BECE

The researcher sought to confirm whether or not community level stakeholders participation in basic education improves performance of pupils at basic level. As a result, respondents were asked to choose from options one to five below which option most appropriately answer the question: Do you agree that community level stakeholders participation improves performance in basic education? With 1 = strongly agree, 2 =somewhat agree, 3 = neither agree nor Disagree, 4 = Somewhat Disagree and 5 = strongly disagree.

Interestingly, the survey showed that a total of 159 respondents representing 72.27% strongly agreed that indeed, community level stakeholder participation improves

99

performance in basic education, 53 (24.09%) somewhat agreed to the fact that community level stakeholders' participation in basic education improves students' performance whiles negligible 3(1.36%), 3(1.36%) and 2(0.91%) of the respondents neither agree nor disagree, somewhat disagreed and strongly disagreed respectively. This is delineated in table 4.2.

Table 4.4 respondents level of agreement on whether community level stake holder participation improves performance in BECE.

Respondents level of Agreement	Frequency	Percentages (%)
Strongly Agree	159	72.27
Some what agree	53	24.09
Neither Agree or Disagree	3	1.36
Some what Disagree	3	1.36
Strongly Disagree	2	0.91
Total	**220**	**100**

Source: Field survey, 2019.

In a similar vein, item 11b on the questionnaire also asked the question, '' Do you agree that there is a weaker community level stakeholder's participation in basic education?''

The survey revealed that 97 (44.09%) of the respondents/ stakeholders strongly agreed that there is a weaker community level stakeholder participation in basic

education delivery, Although 83(37.73 percent), 20(9.09 percent), 10(4.55 percent) and 10 (4.55 percent) of respondents mostly accept, either disagree or disagree, they are somewhat disagreeable and strongly disagree that there is a lower involvement of stakeholders in local basic education delivery, as shown in table 4.3

Table 4.4.1: Respondents Agreement on whether there is a weaker Community Level Stakeholder Participation in Basic Education Delivery in the West Mamprusi Municipality.

Respondents level of Agreement	Frequency	Percentages (%)
Strongly Agree	97	44.09
Some what agree	83	37.73
Neither Agree or Disagree	20	9.09
Some what Disagree	10	4.55
Strongly Disagree	10	4.55
Total	**220**	**100**

Source: Field Survey, 2019

Also, item 11c on the data, sought to affirm whether there are challenges confronting the involvement of actors at group level in the provision of basic education in the municipality. The analysis showed that 149 (67.73 per cent) strongly accepted that there are still a host of obstacles militating against the successful involvement of community-level actors in the study area's delivery of basic education. 37 (16.82%), 14 (6.36%), 11 (5.00%) and 9 (4.55%) of the stakeholders somewhat agreed, neither agreed nor disagreed, somewhat disagreed

and strongly disagreed respectively on the assertion that there is a weaker community level stakeholders' participation in basic education and this is shown on table 4.7. It was also noted that the responses gathered during the survey showed a median score of 15 respondents but with no modal mark in the data. This further encapsulates that a median of 15 implies only 15 stakeholders neither agree nor disagree that there are challenges confronting community level stakeholders' participation in basic education
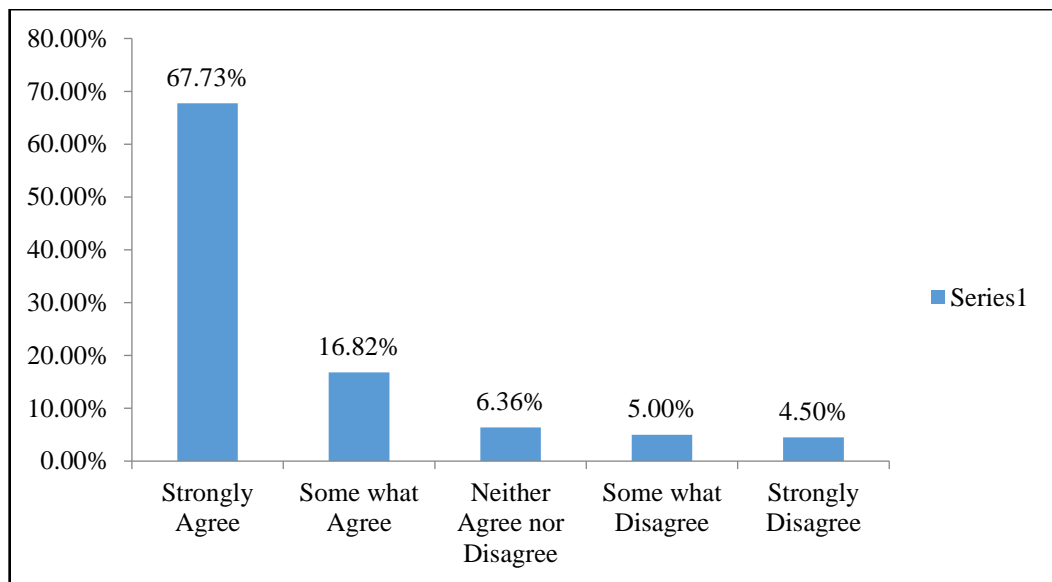
Figure 4.3 Respondents Level of Agreement on whether there are Challenges Confronting Community Level Stakeholders' Participation in Basic Education delivery.

Source: Field Survey, 2019

102

4.3 Participatory Approaches That Exist in the West Mamprusi Municipality

This section of the chapter assesses the types of participation approaches in basic education delivery in the municipality and its environs. This analysis established a variety of methods that other studies have used to determine the level of involvement of the society in the municipality's basic education delivery. For the purpose of efficient and successful data collection and analysis, the researcher selected passive, information-giving, functional, interactive, material opportunity participation and consultation participation to see whether respondents know and use a particular participation approach in basic education and whether it impact positively or otherwise on basic education output in the Municipality. Table (4.4) elucidate the types of stakeholder participation approaches that exist in the West Mamprusi Municipality and its environs and effectively use by the stakeholders/ respondents on whom the findings of this study can be ascertained. It further encapsulates that a good number of the respondents 60 (27.27%) agree that interactive participation is mostly used by the community level stakeholders in the participation process in basic education delivery within the municipality, 49 respondents representing 49(22.27%) believe that information giving is most effective whiles 39(17.73%), 30(13.64%), 22(10.00%) and 20(9.09%) of(table4.7)agree to the effect that functional, consultation, material incentives and passive respectively are mostly used by the stakeholders within the study area particularly in the delivery of basic education.

The findings indicate that there is a relationship between participation approaches and the efficacy of stakeholder involvement at the group level. When the chi-

square statistics were measured for the distribution of involvement approaches and efficiency and effectiveness, a statistically significant difference between males and females was observed ($\chi2 = 561.112$, df = 20, $\rho = 0.000$). Therefore, we fail to accept the null hypothesis.

Table 4.5: Stakeholder Participation Approaches used in the Municipality and their Rate of Usage

Types of Participation Approaches	Frequency	Percentage (%)
Passive	20	9.09
Information Giving	49	22.23
Functional	39	17.73
Interactive	60	27.27
Material Incentives	22	10.00
Consultation	30	13.64
Total	**220**	**100.00**

Source :(Field Survey Data, 2019)

The data suggest that interactive participation allows stakeholders in basic education to do joint analysis, develop action plan and also strengthening local institutions. This approach is used by municipal stakeholders to involve people in decision-making, and is believed to be the most effective approach to be used in the municipality to deliver basic education. Community-level stakeholders disseminate information within a community, particularly local knowledge,

leading to better action facilitation (Stiglitz 2002). Certain participatory strategies listed include, Passive Participation (Compliance) in which members Participate by asking us what was or was not decided. Sometimes it includes collective decision-making by an organization or project management without listening to individual responses. The knowledge is for qualified externals only. Participation in consultations was also defined as a process involving local stakeholders by consultation or through answering questions. External agents identify processes for gathering problems and knowledge, and then for evaluating controls. Such an advisory mechanism does not give any participation in decision-making and the practitioners Participation in material incentives has been described as a strategy used by local stakeholders and they participate by providing resources such as labor, in exchange for material incentives (e.g. food, cash). It's very common to see this called engagement, but when the benefits stop, people have no interest in prolonging activities.

The study also defined functional engagement (cooperation) as a method used by the municipal stakeholders to form groups to achieve agreed project goals. Stakeholders may be interested in decision-making in that strategy, yet that was only after big decisions were already reached by external authorities. Participation is seen as a right and not just a means of achieving project goals. The process involves interdisciplinary methodologies that seek out various viewpoints and use structured and coordinated learning processes. When communities take charge of municipal decisions and decide how services are being used, they have a stake in the preservation of systems or activities. Self-mobilization (collective action) has

105

also been described as a participation strategy used by citizens to provide local basic education. Here, citizens engage by taking steps to alter processes independently of outside organizations. For support and professional guidance, they need, they establish contacts with outside organizations but maintain control over how support is used.

The study shows that stakeholders in the municipality used different types of participative approaches to deal with different situations at different times, it appears that most people in the local government sector of municipality and Ghana as whole, preferred interactive participation which involves ordinary people especially poor and disadvantage people and gives them an opportunity to contribute to the delivery of basic education in the municipality. Respondents (stakeholders) indicated that the participatory approaches identified are used in the municipality during stakeholder meetings and other gatherings to make decision for the delivery of basic education. Kelly (2001) claimed that engagement is always a prerequisite for improving actions and practice resulting in learning and learning.

The respondents indicated that the type of participation approach to be used in addressing the different issues affecting basic education delivery and low performance of students in the municipality often depends on the problem to be addressed and when dealing with students' attitude towards learning, the appropriate participation method to them is to involve students in an interactive discussion. The data also indicates that certain stakeholders (respondents) are

unaware of their obligations as stakeholders and are rarely involved in decision taking. Most of the respondents suggested that they visit the schools on a monthly basis while others suggested that they never visit the schools know what goes on in the school and this affects the school decision making process and the performance of students. Respondents believed that information sharing among stakeholders is necessary for the delivery of basic education in the municipality but indicated that stakeholders only meet once in a term to make decisions towards improving basic education in the municipality and that some stakeholders at times failed to attend these meetings and this they say affects participation and the performance of students. They stated that stakeholders of basic education in the municipality should have autonomy over the affairs of basic schools within the municipal but also think that there is political interference in their management of basic schools and therefore hold a view that some of the decisions that they make as stakeholders of basic education in the municipality are being interfere with by government and this they believed affect the performance of students at the BECE.

4.4 Modes of Engagement in Community Level Stakeholder's Participation

To evaluate the efficacy of community stakeholder involvement approaches in improving basic education, respondents were asked to define ways of participating as community stakeholders in improving basic education. Table 4.6 shows that majority, 71 (32.47%) of the respondents agree that regular meetings is the best mode of community stakeholder engagement in basic education,52(23.44%) believe that regular visits to schools is most effective,65(29.62%) believe that school level performance and appraisal meetings is most effective mode of

107

community stakeholder engagement whiles 32(14.55%) of the respondents believe

that district level School performance and appraisal meetings is the most effective

mode of stakeholder engagement in basic education delivery in the municipality

and Ghana as a whole. The figure below further enunciates the outcome of the

survey.
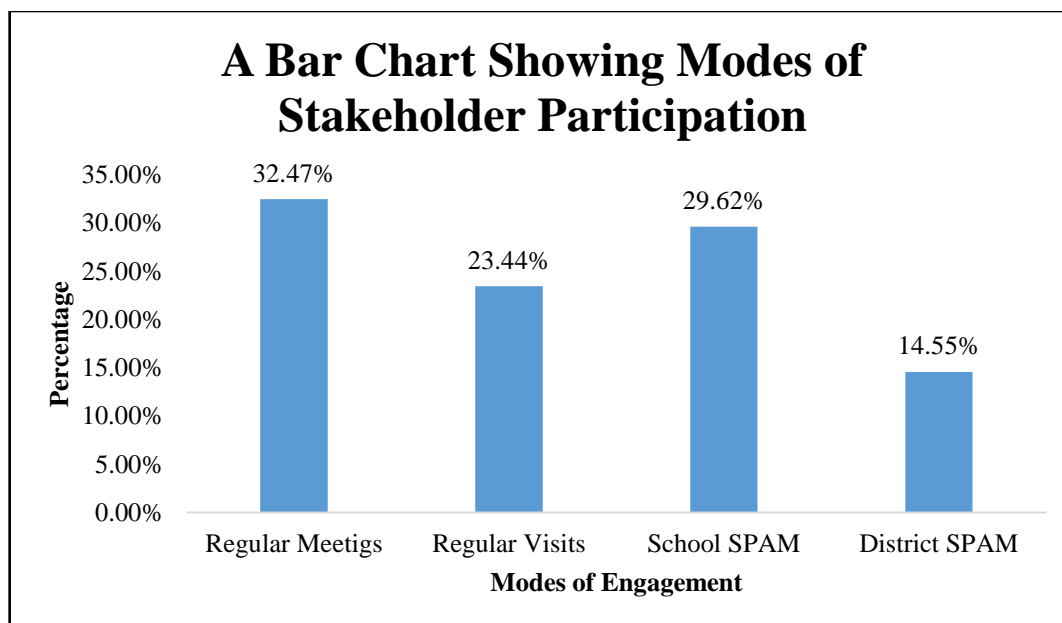
Figure 4.4: Modes of Community Stakeholder Participation.

Source: Field Survey, 2019

The data shows that there are several forms of stakeholders' engagement with respect

to basic education delivery in the municipality such as the engagement in the provision

of infrastructure, engagement in providing guidance and counselling services to

students, organising workshop for teachers as well as monitoring of teaching and

learning activities. Respondents(stakeholders) indicated that regular meetings of

stakeholders to share information on teaching and learning in basic schools within the

108

municipality and to make decisions towards school improvement will impact positively on students' performance at basic certificate examination (BECE).The data also suggest that stakeholders engagement in school and district level performance and appraisal meetings to discuss students' performance in relation to their attitude towards learning, absenteeism among students and general disciplinary issues affecting students learning outcomes can help to improve students' performance at the basic level. According to Gladys (2015), Student academic outcomes can depend on the participation of stakeholders in schools and the ability of the leaders to influence stakeholders. High output can also rely on their ability to maximize available human and material capital. The field data for 2019 showed the need for clear and effective monitoring and supervision of teaching and learning of teachers and students, as well as frequent visits to schools by stakeholders , in order to allow them to see for themselves what affects teaching and learning at the basic levels of the municipality, increase the quality of basic education and boost the results of basic education certificate examinations in order to be able to make better and more informed decisions on the matter. In school decisions, the active participation of teachers, parents or community members will contribute to improved results in the school (Lunenburg & Ornstein, 2008).The data indicates that the school climate in some schools of the municipality stifles effective participation and engagement of stakeholders in basic education delivery in the municipality and that open school climate as well as government decentralisation of basic education will promote stakeholder participation and engagement in addressing the issues of poor performance of students at this level. Stakeholders (respondents) in the municipality indicated that the use of appropriate assessment method by teachers at the basic level

and the provision of learning materials to support teaching at these levels of the municipality will improve students' achievement and also motivate stakeholders to participate in providing quality basic education.

4.5 Examining Efficiencies and Effectiveness of Stakeholder Participation in the Municipality

Stakeholders in the Municipality of West Mamprusi are concerned about the poor performance of students in the region and are looking for ways in which individuals' interests and abilities can contribute to alleviating the issue. The survey results show that 71 respondents , representing 32.27 percent, are clearly in agreement the dedication through daily visits demonstrates the efficiencies and effectiveness of community level stakeholder participation, 52 (23.64%) believe that constant supervision shows efficiency, 50(22.73%), 28(12.72%) and 19(8.73%) of the stakeholders agree that provision of infrastructure, provision of incentive and students' achievement respectively are the variables that mostly demonstrate efficiencies and effectiveness of stakeholder participation in the municipality. Table (4.10) shows the outcome of the writer's quest to examine the efficiencies and effectiveness of community level stakeholder participation in basic education delivery in the West Mamprusi Municipality.

Table 4.6: Examining Efficiencies and Effectiveness of Stakeholder Participation

in Basic Education.

Determinants of Efficiency	Frequency	Percentage (%)
Commitment through visits	71	32.27
Provision of Incentives	28	12.72
Constant Supervision	52	23.64
Students' Achievement	19	8.64
Provision of Infrastructure	50	22.73
Total	**220**	**100.00**

Source: Field Survey, 2019

The study showed ineffectiveness of participation at the western Mamprusi municipality's basic education level. Respondents suggested that there is little involvement of stakeholders in the study area in basic schools that affect successful decision-making at the municipality's basic level and this has a negative impact on the performance of the students. Respondents stated that circuit supervisors visit the basic schools once in a term and that there is the need for a broader participation and stakeholders' commitment to schools' visits to ensure that they regularly supervise students learning progress and also educate others on their roles as stakeholders in the municipality. Broader involvement, including the identification and participation of stakeholders related to the goals and context of the participatory process can improve the effectiveness and consistency of the engagement itself, as well as the outcomes and results of the process. (Talley etal, 2016). Respondents

stated that the school management structures of the municipality impedes participation and also the inability of government to motivate the community level stakeholders to participate fully in the delivery of basic education in the study area resulted to the dwindling performance of students at this level. The data also indicates that there is a lack of infrastructure provision by parents and teachers' unions and teacher resources at the basic level of the municipality which has a negative effect on the achievement of the students. According to King (2005), good schooling can contribute to improved teaching and learning in the form of physical inputs and opportunities. Respondents also suggested that participation at the municipality's basic education level is weak, resulting in the near absence of infrastructure funding, electricity and opportunities from stakeholders that would enable both teachers and students to remain in school for longer hours for successful teaching and learning and improve the performance of students.

Table 4.7 T-test assuming equal variance of ages male and female derived from

table   4.1.2

	MALES	FEMALES
Mean	13.38461538	13.0625
Variance	2.672699849	4.5279255
Observations	52	48
Pooled Variance	3.562450942	
Hypothesized Mean Difference	0	
Df	98	
t Stat	0.852627453	
P(T<=t) one-tail	0.197972463	
t Critical one-tail	1.660551218	
P(T<=t) two-tail	0.395944925	
t Critical two-tail	1.984467404	

There is no significant difference between the ages of Males (M=13.38, SD=1.63) and Females (M=13.06, SD=2.12, P=0.39)

H01: there is no relationship between mode of engagement and effectiveness of community level stakeholder participation.

Table 4.8 Efficiency and Effectiveness of participation (mode of engagement cross tabulation derived from table 4.5 and figure 4.4)

Efficiency and effectiveness of participation * Mode of engagement Cross tabulation						
Count						
		Mode of engagement				Total
		Regular meetings	Regular visits	School SPAM	District SPAM	
Efficiency and effectiveness of participation	Visits	71	0	0	0	71
	Incentives	0	28	0	0	28
	Constant Supervision	0	24	28	0	52
	Students Achievements	0	0	19	0	19
	Provision of infrastructure	0	0	18	32	50
Total		**71**	**52**	**65**	**32**	**220**

Table 4.9 Chi-square test of effectiveness participation

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	443.395[a]	12	.000
Likelihood Ratio	455.368	12	.000
Linear-by-Linear Association	194.274	1	.000
N of Valid Cases	220		
a. 3 cells (15.0%) have expected count less than 5. The minimum expected count is 2.76.			

The results show a relationship exists between the mode of engagement and the effectiveness of stakeholder participation at the community level. When measuring the chi-square statistics for the distribution of mode of engagement and quality and effectiveness, a statistically significant difference between males and females was found ($\chi2 = 443.395$, df = 12, $\rho = 0.000$). Therefore, we fail to accept the null hypothesis. This indicates that, because the p-value obtained from the chi-square test is lower than the p-value at 99 and 95 percent meaning point, there is a statistical difference between the interaction style, efficiency and efficacy of the participation. This indicates that the mode of engagement, efficiency and effectiveness are not independent.

H02: there is no relationship between participation approaches and stakeholder participation effectiveness.

Table; 4.10 Participation approaches cross tabulation table

Efficiency and effectiveness of participation * Participation approaches Cross tabulation							
Count							
		Participation approaches					Total
		Passive	Information giving	Functional	Interactive	material incentive	Consultation	
Efficiency and effectiveness of participation	Visits	20	49	2	0	0	0	71
	Incentives	0	0	28	0	0	0	28
	Constant supervision	0	0	9	43	0	0	52
	Students achievements	0	0	0	17	2	0	19
	Provision of infrastructure	0	0	0	0	20	30	50
Total		**20**	**49**	**39**	**60**	**22**	**30**	**220**

\

Table 4.11 Chi-square test of participation

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	561.112 [a]	20	.000
Likelihood Ratio	525.507	20	.000
Linear-by-Linear Association	198.325	1	.000
N of Valid Cases	220		
a. 11 cells (36.7%) have expected count less than 5. The minimum expected count is 1.73.			

Results indicate that there is a relationship between participation approaches and the efficacy of stakeholder involvement at the group level. When the chi-square statistics were measured for involvement method distribution and efficiency and effectiveness, a statistically significant difference was observed between males and females ($\chi2$ = 561.112, df = 20, ρ = 0.000). Therefore, we fail to accept the null hypothesis.

4.6 Perceptions of impact of community level stakeholders' participation on student's achievement

The data indicates that about 70(31.82%) of the responses shows that community level stakeholders' participation will improve students' confident level, 42(19.09%) shows that community level stakeholder's participation will improve student's exam score, 100(45.45%) of the responses indicate a change in students' behaviour while 8(3.64%) of the responses indicate that stakeholders participation in the delivery of basic education will help improve students achievement.
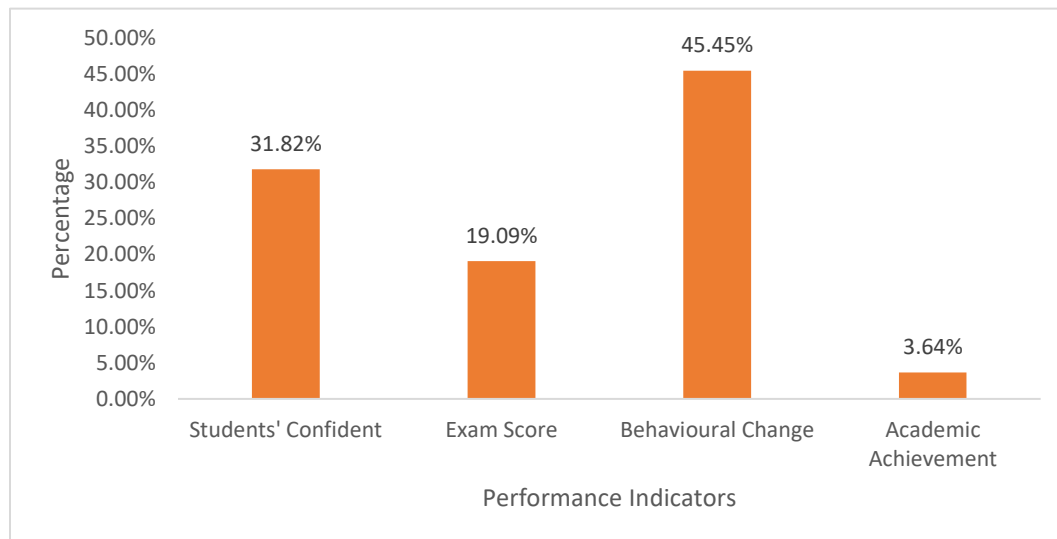

Figure 4.5. A bar chart showing impact of stakeholders' participation on students' achievements in basic education.

Source: Field Survey, 2019

Respondent 1: A parent from Guabuliga Community said,

"*Community level stakeholders' participation will improve student confidence at the basic level of the* municipality. *Stakeholder's participation in basic education which include student's involvement in decision making and interaction with other stakeholders can improve the confidence level of students"*. Improvement in students' confidents will further encourage them to participate fully in stakeholders' meetings and in class which will consequently increase their performance in class and their exam score in the basic education examination.

Respondent 2: Circuit supervisor, Wungu circuit stated that,

"*Stakeholders 'participation helps to identify school problems in basic education of the municipality, it provides solutions to these problems as well as interacting with students, guiding them, directing them and influencing their behaviour positively towards learning which will improve students' performance at the basic level of the municipality*".

According to **respondent 3:**Head teacher, Janga,

"*Stakeholder's participation in basic education gives students the needed support and correct guidance and counselling services they need, it also involves them in decision making and listening to them as they identify their own problems in school and solutions suggested can contribute to the attainment of high academic achievement"*.

The SMC chairman of Mishio Primary, revealed that,

"*Parents do not visit their wards in school to see whether they are actually in school or otherwise and also to check whether teachers are doing their work as expected of them., he also stressed that most parents refuse to attend and participate in meetings which are to help improve teaching and learning as well as higher students' academic achievements in the basic schools of the Municipality*".

Respondent 4: stated that,

"*Parents only come to the schools when their wards are repeated, this attitude from the parents does not encourage students at the basic level of the Municipality to learn hard for better academic performance at the BECE*".

The teachers and opinion leaders believed that most students perform poorly during their BECE because their parents failed in their responsibility to provide the needed assistance as well as learning materials for their wards in order to help them prepare well for the BECE exams which contributed to their poor performance.

Respondent 5: a parent said,

'*Student leaders in some basic schools in the Municipality shy away from school meetings and those who attend these meetings failed to share their views on issues affecting their academic performance*".

He added that some students at the basic level of the Municipality have less interest in schooling and sometimes they are misled by the lifestyle of fraud boys and do not read before exams which results to their poor performance at BECE''.

The SMC and PTA chairpersons, Mahamudu Dokurugu and Baba Namenaba of Wungu community opined that,

"Students are performing poorly at the BECE because; most teachers have no interest in teaching and therefore are not punctual and regular in school to teach, which they believed negatively affect students' performance''.

Respondent 6: A parent stated that,

"Students perform poorly over the years in BECE because parents do not monitor the activities of their wards which allow students at the basic level to engage themselves in night cinema and jams and are not always prepared for the exams which result to their failure in the BECE, she also blamed the teachers for not involving them (parents or guardians) in some decisions, she bemoaned that do decisions that do not involve financial and other resources contributions are made by the head teachers, their staff and neglect the PTA, SMC and parents in the decision making process' 'This, they believed affect

the quality of decision culminating into poor students' performance at the basic level of education the Municipality''

Respondent 7: A Chiefin Sayoo a Sabbath of Walewale, has this to say,

"*Some basic schools in the municipality do not have enough teachers and that some of the teachers are not trained and well equipped to give students proper teaching which contributively lead to the poor performance of students at the BECE, he stressed that for the students to perform well at the BECE, the stakeholders must come together to organise extra classes for students in basic schools of the Municipality and also award the few students who do well in the BECE to entice others and the teachers to increase their input in basic education delive*ry".

Respondents in a focus group discussion of Walewale East Circuit, indicated that,

"*The basic schools in the Municipality are managed by the government and top politicians of the country which affects performance of BECE students, they bemoaned that opinions of the stakeholders in deprived areas are not considered in most educational policies of the country*, they added that, *Ghana Education service does not involve them in some decisions that aimed at improving students' performance at the basic levels, they resolved that the termly exam questions should be set by the teachers who teach these students instead of people who are remotely related to the students and therefore do not know the abilities and inabilities of these students which they believed also contribute to the poor performance of these students*''.

Participants in another focus group discussion in the Walewale west circuit, resolved that,

> *"Students' indiscipline, lateness to school, exam malpractice and the so-called free entry into the senior high schools are the contributory factors for the poor performance of BECE students in the Municipality, they indicated that students at times feel they could get help to either pass their exam or enter into the senior high schools and as a result do not see the need to learn well for better results or grades".*

It was also revealed that parents do not visits their wards in school but only use mobile phones to call heads of the basic schools to ask about their wards, this attitude to them is uncalled for, it also came out that, teachers students fraternity, complained that they are not usually involved in decision making process and that some decisions do not inure to the benefit of the students are the beneficiaries of the decisions taken, they also mentioned that lack of proper parental guidance, extra time for learning, regular test, teacher intimidation and also lack of practical lessons in some subject areas as issues affecting their performance in the basic education certificate examination' 'The researcher also visited the schools and observed that some basic schools in the Municipality do not have enough teaching staff, furniture for students, toilet rooms and urinary for both teachers and students, teaching and learning materials, computer learning centres, supply of drink water for teachers and students, teachers' bungalows and classroom blocks provided by the community level stakeholders which all affect teaching and learning as well as students' performance at the BECE.

4.7 Challenges of Stakeholders' Participation and their Impact on Performance in BECE in the West Mamprusi Municipality.

In his search to define the challenges of community-level engagement of stakeholders and the degree to which these challenges have a positive or negative effect on stakeholders' participation in basic education delivery in the West Mamprusi Municipality, the survey data in table 4.9 found that 69 (31.36%) of respondents observed that lack of awareness is the severest challenge to stakeholder participation in the municipality, 67 (30.45%) of the respondents believe that resistance to participation is yet another factor that affects community level stakeholders participation in basic education in the municipality, whiles 40 (18.18%), 34 (15.45%) and 6 (2.73%) of the respondents agreed that lack of policy implementation, lack of trust among stakeholders and marginalization respectively are the other challenging factors that militate against community level stakeholders participation in basic education delivery in the West Mamprusi Municipality.

Table 4.12 Challenges of Stakeholders' Participation and their perception of impact on students' performance in BECE in the West Mamprusi Municipality.

Challenges of Stakeholder Participation in Basic Education	Frequency	Percentages (%)
Lack of policy	40	18.18
implementation	67	30.45
Resistance to Participation	69	31.36
Lack of awareness	6	2.73
Marginalization	34	15.45
Lack of trust among stakeholders	4	1.81
Unanswered Respondents		
Total	**220**	**100.00**

Source: Field Survey, 2019

There are varying trends in stakeholder (respondent) responses to   a sample of factors that influence the involvement of community-level stakeholders in providing basic education in the West Mamprusi Municipality. The analysis reveals that educational stakeholders generally agree with five (5) factors, which boarder the participation of stakeholders at community level and their inadequacies in terms of educational knowledge, resources, and time.

125

The data shows that the three most important factors affecting community level stakeholders' participation in the West Mamprusi Municipality are lack of awareness, resistance to participation, lack of policy implementation and poor understanding of educational issues by community stakeholders. Respondents believed that government policy implementation on participation is lacking in the country especially at the local levels which affects the delivery of basic education in deprive areas of the country. They indicated that the implementation of government policies on participation will enhance decision making in deprived areas of the country which will result to an improvement in stakeholder engagement as well as the performance of students in these areas. The survey also revealed that most stakeholders in the municipality are not aware of what goes on in the schools and therefore find it difficult to understand the educational issues that are discussed in stakeholders' meetings and as a result turn resist participation and some issues that affect their interest as stakeholders. There is also a divergence in respondents' view of whether there is contact distance between school authorities and members of the community, and whether this affects the delivery of basic education.

The same divergence of opinion is found as to whether the media of communication and lack of trust are factors which affect the participation of community-level stakeholders in the delivery of basic education.

The survey revealed that a good number of the educational stakeholders especially parents with little or no educational background have no knowledge of their duties

126

and responsibilities as stakeholders of basic education in the municipality. Knowledge level and inadequate knowledge flow account for the low participation and involvement of local actors in the provision of basic education (Harriet et al., 2013). Poor communication gap and bad-timing of meetings also proved to be a major challenge in the area. Those are in line with the views expressed by Baku and Agyemang (2002) that among other things inadequate timing of meetings (including PTA / SMC meetings) is the key issue inhabiting community engagement in education delivery in our local communities.

Respondents agreed that the impact of weaker stakeholder participation on performance variables cannot be underestimated. Some of the effects include; teacher- pupil absenteeism, teacher lack of interest in teaching, truancy on the part of pupils and teachers, parents lack of interest in their ward performance in school, passive classroom Participation by both pupils and teachers, the government's failure to provide adequate teaching and learning materials (TLMs) was among other consequences of poorer community stakeholder engagement in municipal basic education delivery. In the light of the above, it can be concluded that stakeholder engagement challengesand its impact on performance in the BECE in the Municipality is no longer a matter of guess but a fact established by majority of the respondents who confirmed that, indeed they are a host of challenges of stakeholders participation which has an adverse impact on performance in BECE in the study area.

4.7.1 Forms of Assessment that Affect Community Level Stakeholders

Participation in the Municipality

Assessment is the method of obtaining data on teaching and learning for the students. It is a decision to design a tool to improve and to know the weaknesses, gaps, or deficiencies in teaching and learning. The researcher tried to explore on the variables that influence community level stakeholder participation in basic education in the municipality. The forms of assessment that were looked at during the survey include; formative, summative, and criterion-referenced as well as norm-referenced forms of assessment.

1. **Formative Assessment on community level stakeholder's participation in basic education in the West Mamprusi Municipality.**

Formative evaluation offers input and information over the course of the educational process, as learning takes place and learning occurs. Formative evaluation tests student progress because, as an educator, it may also determine your own success. A primary objective of the formative evaluation is the recognition of areas that may need enhancement.

2. **Summative Assessment on community level stakeholder's participation in basic education in the West Mamprusi Municipality.**

Rubrics, which are often developed around a set of standards or expectations, may be used for summative evaluation. Students may be given rubrics before they start to work on a particular project so they know what is expected.

Assessment measures whether and how students are learning and whether the teaching methods effectively relay the intended messages. Criterion referencing focused on individual, differentiated evaluation. By moving away from standard reference, to a system that describes what students know, understand and can do, evaluations can be used to provide feedback and inform future learning needs. Where assessment is performed on the basis of definitions of performance levels, we will identify 'successes at a given level. It is interesting to note that there is a direct relationship between the type of assessment that involves wider community level stakeholders' engagement in teaching and learning process and its consequence on students' achievement in basic education. The aim of the researcher was to assess and identify among the four forms of assessment that could be appropriate for use in basic education level as shown in the table 4.12.

Respondents such as teachers, parents, school management committees, G E S officials, and students in the survey were able to identify several forms of assessments that could be used to help improve the performance of students at the basic level of the Municipality, majority of the respondents believed that formative assessment which measures the progress of both the teacher and the students and also give feedback is the best form of assessment to use when trying to improve the performance of students in the area. They indicated that, the use of appropriate assessment method by the teachers will enable them know the weaknesses and strengths as well as the learning abilities of their students which could help improve the performance of students at the basic level of this areas.

Some of the respondents believed that students are not performing well at the basic level because the teachers are not properly assessing their students and that there is the need for teachers to appropriately assess their students in order to help when efficiency is improved. Hanna and Dettmer (2004) propose that teachers should aspire to build a variety of approaches for evaluations that suit all aspects of their curricula. Some parents indicated that teachers do not give enough classroom exercises and homework to students at the basic level which negatively affect their performance. Students at the basic level of the Municipality also stated that some teachers give one and sometimes two exercises in a term and sometimes fail to mark these exercises which they think also contribute to their poor performance at the BECE.

Stakeholders (parents) in the Municipality believed that students are performing poorly at the basic level because they as stakeholders for basic schools have not collectively agreed on the appropriate assessment methods to be used to help improve performance of students in the basic schools of the area and that they as parents are failing in their part to help the teachers in assessing the students. They indicated that their work schedule as parents does not allow them to check the class exercise and assignments given to their children in school as well as their terminal reports from the teachers and to monitor their learning progress in order to help improve their performance at the basic level.

Respondents were asked during the data collection process to indicate which assessment method is participatory and the most appropriate assessment method

130

to be used in basic education and which could help address the poor students'

performance in basic education in the West Mamprusi Municipality. Table 4.10

below was the results obtained

Table 4.13 Respondents perception and level of agreement on participatory

assessment method.

Assessment method in basic schools in the Municipality.

Forms of Assessments	Frequency	Percentage (%)
Formative Assessment	118	53.64
Summative	56	25.45
Assessment	24	10.91
Criterion-referenced	15	6.82
Norm-referenced	7	3.80
Unanswered		
Respondents		
Total	**220**	**100.00**

Source: Field Survey, 2019

From the table 4.10 above, 53.64% respondents representing 118 stakeholders,

affirmably agreed that formative assessment is most likely to get on board community

level stakeholders' participation in basic education, 25.45% affirmed that summative

assessment is most appropriate in basic schools whiles 10.91% and 6.82% of the

stakeholders believe that criterion and norm-referenced assessment are most

131

appropriate in basic schools and also capable of involving community level stakeholders.

4.7.2 School climates and their influence on community level participation in Basic Education.

School climate is a well-recognized educational issue which involves different stakeholders, and determines the connectedness, functions and successes within a school, and school improvement efforts. Good school climate promotes safety, healthy relationships and also encourages learning. (Cohen, &Pickeral, 2009). The types of school climates identified by the respondents and their degree of effect on effective stakeholders' participation in basic education in the West Mamprusi Municipality were open, close, permissive and authoritative school climates. The results of the survey regarding which type of school climates best allows for effective community level stakeholder participation and its culminating effects on students' performance in basic education is shown in figure 4.6 and it further explains the outcomes of the survey. Respondents believed that the type of school climate in an area determines the learning outcome of students. Majority of the respondents indicated that the school management system which tolerates different and varied opinions and also promotes collective decision making by the people involved could lead to better decision that will ensure improvement in student performance in the Municipality. They indicated that an open school climate which allowed for a good student to student relation, teacher to student relation and a good teacher to teacher relation will promote better teaching and learning in basic schools of the Municipality and an improved stakeholder participation that will lead to a better BECE results in the basic schools.

132

Schools that foster positive bond between teachers and basic school students have higher math achievement and higher grades in BECE. (Barile, 2012). Students in the basic schools of the Municipality stated that, the atmosphere in their schools makes it difficult for them to be involved indecision making and that, their concerns as students are not heard and addressed by the stakeholders which they think affect their performance at the BECE. Some of the respondents believed that there is a weak link between the basic schools and the communities and that, teachers in the Municipality are finding it difficult to encourage parents to make their children learn during the night which they believed affect student performance at the BECE. Relationship between school and community helps school and community to share responsibility for running schools and help the child achieve the educational goal that neither the school nor the community would benefit from (Tondeur, 2013).
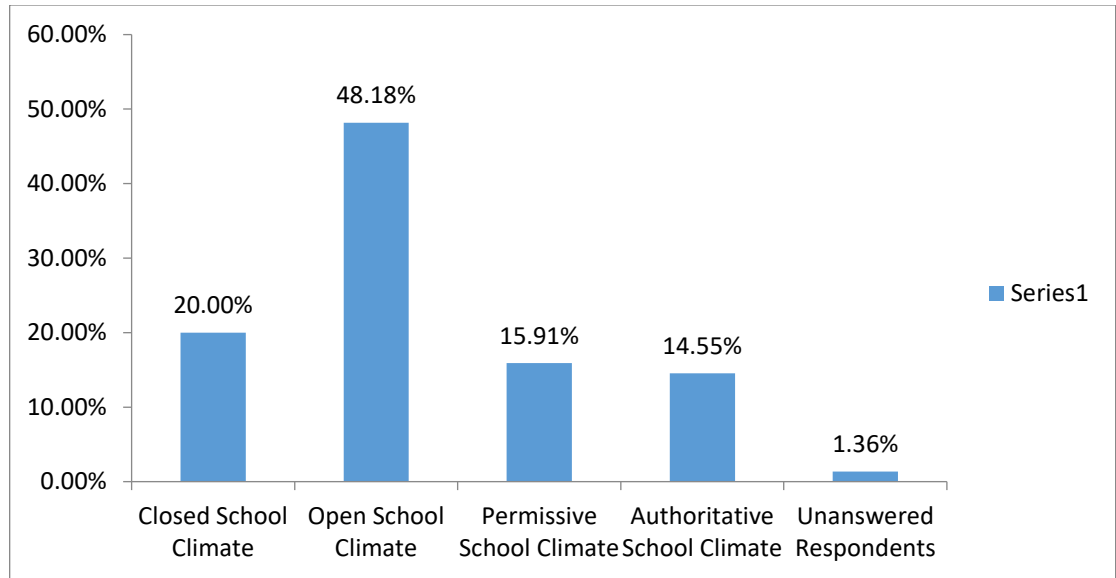
Figure 4.6 Respondents perception on the types of Participatory School Climate

Affecting community Stakeholders Participation

Source: Field Survey, 2019

The bar graph above clearly represent respondents perception on the types of participatory school climates that affects community level stakeholders participation in basic education The survey revealed that 106 (48.18%) of the stakeholders affirmed that open school climate allows for effective community level stakeholders participation in basic education delivery, 44 (20%) of the respondents believe that closed school climate is the next school climate that has the propensity to influence community level stakeholder participation and its unremitting benefits on students' achievement. 35 (15.91%), and 32 (14.55%) of the respondents agreed that permissive and authoritative respectively have influence on community level stakeholders' participation in basic education delivery in the municipality.

134

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of this study; conclusions and suggestions that, if implemented, could improve community-level stakeholders' participation in basic education and thus improve performance at BECE in the West Mamprusi Municipality.

The description and findings are discussed respectively in section 5.2.0 and 5.3.0. Section 5.4.0 provides policy guidelines that are based on the study results. Discussing findings (results) is based on the research questions and goals of the study Suggestions for future studies are also given in section 5.5.0.s chapter is divided into the following chapters, namely overview findings, conclusions and recommendations of the analysis.

5.2 Summary of the Findings

The overview of the results is as shown below, based on the research study's objectives.

5.2.1: Do Community Level Stakeholders Participation in Basic Education Improve Students' Performance?

Indeed, the study found that the participation of community-level stakeholders in basic education has a strong positive correlation with the performance of BECE students in the municipality of West Mamprusi. The survey revealed that a total of 159 respondents representing 72.27% strongly perceived and agreed that indeed,

135

community level stakeholder participation improves performance in basic education, 53 (24.09%) somewhat agreed to the fact that community level stakeholders' participation in basic education improves students' performance whiles negligible 1.36%, 1.36% and 0.91% of the respondents neither agree nor disagree, somewhat disagreed and strongly disagreed respectively.

In terms of whether or not there is a weaker community level stakeholder's participation in basic education in the municipality, another 97 (44.09%) Respondents / stakeholders generally perceived and agreed that the involvement of stakeholders at the group level in basic education delivery is weaker, while 37.73%, 9.09%, 4.55% and 4.55% of respondents somewhat agree, disagree, disagree and strongly disagree with the weaker participation of stakeholders in basic education, respectively in the municipality.

Likewise, the study has also exposed the fact that there are challenging obstacles militating against the involvement of community-level actors in the municipality's delivery of basic education. This was supported by an overwhelming 149 (67.73 percent) strongly agreed that in the study area there are still host of obstacles militating against the successful involvement of community-level stakeholders in the provision of basic education, while 37 (16.82 percent), 14 (6.36 percent), 11 (5.00 percent) and 9 (4.55 percent) of stakeholders somewhat agreed, Neither agreed nor disagreed, but rather disagreed with, respectively, the statement that there are problems facing community-level involvement by stakeholders in basic education in the West Mamprusi Municipality of the Northeastern Region of Ghana.

5.2.2 What stakeholders' participation approaches/types in improving basic education exist in the West Mamprusi Municipality?

This research unveiled that majority of the community level stakeholders have no knowledge about the types/ approaches of stakeholders' participation in basic education. It was worth noting that interactive, functional, consultation, passive; information giving among others were identified as some of the approaches to stakeholders' participation in community basic schools.

The data however suggest that interactive participation which allows stakeholders in basic education to do joint analysis, develop action plan and also strengthening local institutions is the dominant approach used by stakeholders in the municipality to involve people in decision making and which they believe to be the most effective approach to be used in delivery of basic education in the municipality. The role of stakeholders at the community level is to disseminate information among the community, in particular local knowledge leading to better action facilitation (Stiglitz 2002). Kelly (2001) said participation is often a prerequisite for changing behaviours and practices which leads to learning. The survey, the results of which showed 60 (27.27 per cent) stakeholders agreed that interactive participation is mostly used by the community level stakeholders in the participation process in basic education delivery within the municipality, 49 respondents representing 22.27% believe that information giving is most effective whiles 17.73%, 13.64%, 10.00% and 9.09% agree to the effect that functional, consultation, material incentives and passive respectively are mostly used by the stakeholders within the study area particularly in the delivery of basic education.

5.2.3 What are the modes of engagements/roles in stakeholders' participation in improving basic education in the West Mamprusi Municipality?

The research showed that community level stakeholders do not know the available modes of engagements in community level stakeholders' participation in basic education in the municipality. This study identified several modes of stakeholders' participation in basic education including; regular meetings, regular visits, school level SPAM as well as district level SPAM.

The respondents/stakeholders of this study indeed admitted using some of these modes of community but bemoaned level of acceptance by the school management.

This study revealed in Table 4.6 that majority, (32.47%) of the respondents agree that regular meetings is the most effective mode of community stakeholder engagement in basic education, 23.44% believe that regular visits to schools is most effective, 29.62% believed that school level SPAM is most effective mode of community stakeholder engagement whiles 14.55% of the respondents believe that district level SPAM is the most effective mode of stakeholder engagement in basic education delivery in the municipality and Ghana as a whole.

5.2.4. What are the efficiencies and effectiveness of stakeholders' participation in the Municipality?

The study found that overcoming barriers and working together in diverse initiatives to address real-life challenges using innovative inter- and trans-disciplinary strategies is the best way to enhance the efficiencies and efficacy of community stakeholder participation in local basic education. Integrating ideas, viewpoints and individuals from various backgrounds are ongoing processes that include clarity of communication, flexibility, strong leadership and creating consensus. The study revealed that lack of commitment through regular visits; constant supervision, provision of infrastructure, students' achievement and provision of incentives are some of the factors that demonstrate the efficiencies and effectiveness of community level stakeholders' participation in basic education in the municipality.

This study however revealed that, 71 respondents representing 32.27% agree that commitment through regular visits clearly demonstrates the efficiencies and effectiveness of community level stakeholder participation, 52 (23.64%) believed that constant supervision shows efficiency, 22.73%, 12.72% and 8.73% of the stakeholders agree that provision of infrastructure, provision of incentive and students' achievement respectively are the variables that mostly demonstrate efficiencies and effectiveness of stakeholder participation in the municipality.

5.2.5 What are the challenges of stakeholder's participation approaches and its impact on performance in the BECE?

A few things stand out about the problems the group faces as they aspire to be involved in running public elementary schools. Mainly lack of resources at school and government level to pursue school projects in addition to high neighborhood unemployment rates, making most parents and community members unable to communicate with school managers.

In addition to the skewed belief of teachers and supervisors that there is inadequate awareness of community stakeholders, so that they are not given the opportunity to participate in the schooling process, it also presented a huge obstacle to those who thought they should contribute to the school management.

5.3: Recommendation

This section contains guidelines relating to the research results and conclusions. With regard to the first goal, the study advises that all stakeholders need to be focused and edified on their duty to engage in school decision-making processes, as well as ensuring that the funds they work to raise are open and accountable, as to incentives for community participation in the management of public primary schools in the municipality, This study recommends that school administrators take responsibility for creating a healthy school atmosphere, engaging and working together between schools and the community. It will allow teachers, parents and other community members to find ways where they can work together for the benefit of the students.

With regard to the third objective on the effect of community involvement in the management of public basic schools in the West Mamprusi Municipality, the study suggests that the government is setting a clear model of community active participation in school affairs.

On the challenges faced by the community in engaging in the management of the municipality's public basic schools, the study recommends that policy formulation on issues related to basic school management should be all inclusive, so that it can meet the needs of society. Therefore, the Ministry of Education ought to formulate a structure that allows for community participation at policy formulation stage to its implementation and maintenance.

5.4 Suggestions for Further Research

For further study, the following recommendations were formulated:

a) Similar research will be carried out in other jurisdictions to determine the effects of community engagement in public elementary schools.

b) Research on how Free Senior High School Education could impact the involvement of community members in the management of the municipality's public secondary schools.

c) Review of policies and guidelines on the involvement of stakeholders at Community level in school management to community involvement in secondary education offered in Ghana.

141

d) A qualitative survey on the impact of school climate on community level stakeholder's participation in second cycle education in the West Mamprusi Municipality.

5.6 Solutions for Enhancing Community Level Stakeholders Participation in Basic Education

The research study identified several approaches to increase community engagement in running public elementary schools. It proposed more inclusive policy development so that issues are resolved at the municipality and initiatives are tailored to meet the needs of the community if they are intended to improve the quality of education. It was also cited that school administrators should allow the financial, family, and community resources of both the schools and the community to expand to the full. Therefore, it was proposed that more community teachers should be hired in schools to ensure a fair representation of teachers who understand the cultural context of the community so that full value can be given. In addition, the schools' management body, including; head teachers, circuit managers, teachers, and other personnel, will strive to leverage the experience, skills, and desires of each group stakeholder, thus creating a serene, calming school atmosphere for the benefit of learning students. Also, the community level stakeholders should be genuinely committed to their work as stakeholders and contribute their knowledge, resources and time in order to provide quality and an improved educational service in the municipality.

5.5 Conclusions

In the light of the above results, the researcher made a range of assumptions that are presented in order of the study's objectives. With regard to the first objective of identifying the types / approaches of community-level actors interested in active involvement in the municipality's public elementary schools, The researcher concluded that parents and community leaders were active in basic school management in a number of ways, most of whom were restricted to raising funds, recording truancy incidents, maintaining student safety and discipline, and enforcing and monitoring government policy by educational officials. Nevertheless, as envisaged in these research results, the society has shied away from active involvement in decision-making and resource management. In relation to opportunities for community participation in operating public elementary schools, the study indicates that every member of the group has an opportunity to participate. The school administrators, however, have a great job of first establishing and sustaining meaningful relationships with the community that can only be accomplished by engaging disadvantage groups, exchanging ideas and aspirations to ensure the overall success of the schools, families and society.

With regard to the impact of community involvement in the Municipality's management of public basic schools, the researcher concluded that there is a correlation between community-level stakeholder participation in basic education and student achievement. There is also a lack of a pattern of intentionally involving the community in school affairs, the researcher noted.

About the difficulties faced by the community in managing public basic schools in the Municipality of West Mamprusi, the study concluded that community members regarded lack of teacher cooperation as the key challenge and also concentrated more on their personal inadequacies such as lack of expertise, time and financial resources.

REFERENCES

Addae-Mensah, I., J. Djangmah, and C. Agbenyega, (1973). Family Background and Educational Opportunity in Ghana. Accra: Ghana Universities Press

Adekha A, Hansen E H, Molgaard P, Woelk G, Furu P. (2003). Community Participation as an Interactive Learning Process: Experience from a Schistosomiasis Control project in Zimbabwe. Act Tropica.

Afrifa, A. A. (1966) .the Ghana Coup. London: Cass

Agyeman, D., R. Baku and R. Gbadamosi. (2000). Review of Education Sector Analysis in Ghana 1987-1998. Paris: UNESCO for Working Group on Education Sector Analysis

Akwasi A. (2013). BrongAhafo Regional Education Directorate Annual Review Meeting, GNA Tuesday, 21 May 2013.

Akyeampong, K. (2009). Revisiting Free Compulsory Universal Basic Education (FCUBE) in Ghana. Comparative Education 45 (2), pp.175-195

Akyeampong, K., J. Djangmah, A. Seidu, A. Oduro, and F. Hunt. (2007). Access to Basic Education in Ghana: The Evidence and the Issues. CREATE Country Analytic Report. Sussex: CREATE

Altschuler, D. (2013). How patronage politics undermines parental participation and accountability: Community-managed schools in Honduras and Guatemala. Comparative Education Review, 57(1), 117-144.

Amutabi, M. N. (2003). Political interference in the running of education in post-independence Kenya: A critical retrospection. International Journal of Educational Development, 23(2), 127-144.*approaches*. Sage.

Arnstein, S. R. (1969). A ladder of citizen participation. Journal of the American Institute of planners, 35(4), 216-224.

Avenstrup, R., Liang, X., &Nellemann, S. (2004). Kenya, Lesotho, Malawi and Uganda: Universal primary education and poverty reduction. Paper presented at the Scaling up Poverty Reduction; A Global Learning Process and Conference. Shanghai, China. Find this resource.

Bernard, H. R.,. (2013). *Social research methods: Qualitative and quantitative.*

Bjork, C. (2003). Local responses to decentralization policy in Indonesia. *Comparative Education Review*, *47*(2), 184–216.Find this resource.

Botchway K. (2001). Paradox of Empowerment Reflections on a case study from Northern Ghana. World Development.

.

146

Bray, M. (1986). If UPE is the answer, what is the question? A comment on weaknesses in the rationale for universal primary education in less developed countries. International Journal of Educational Development, 6(3), 147-158.

Bray, M. (1996). Decentralization of education: Community financing (Vol. 36). World Bank Publications.

Bray, M., & Lillis, K. (Eds.). (2016). Community Financing of Education: Issues & Policy Implications in Less Developed Countries (Vol. 5). Elsevier.

Bruns, B., Filmer, D., & Patrinos, H. A. (2011). Making schools work: New evidence on accountability reforms. World Bank Publications.

Bryson, J. M. (2004). What to do when stakeholders matter: stakeholder identification and analysis techniques. *Public management review, 6(1), 21-53.*

Campbell, C. &Rozsnyai, C. (2002). Quality Assurance and the Development of Course Programs. Papers on Higher Education Regional University Network on Governance and Management of Higher Education in South East Europe Bucharest, UNESCO.

Carneiro, P., Koussihouèdé, O., Lahire, N., Meghir, C., & Mommaerts, C. (2015). Decentralizing education resources: School grants in Senegal (No. w21063). National Bureau of Economic Research.

Chamala, S. (1995). Overview of participative action approaches in Australian land and water management. S. Chamala and K. Keith, Participative Approaches For Landcare, Perspectives, Policies, Programs, Australian Academic Press, Brisbane, Australia, 5-42.

Chapman, D. W. (1998). The management and administration of education across Asia: Changing challenges. International Journal of Educational Research, 29(7), 603-626.

Chapman, D., Barcikowski, E., Sowah, M., Gyamera, E., & Woode, G. (2002). Do communities know best?: Testing a premise of educational decentralization: community members' perceptions of their local schools in Ghana. International journal of educational development, 22(2), 181-189.

Curry N. (1993). Rural Development in the 1990s: does prospects lies in retrospect. In Rural Development in Ireland: (Ed. J Greer. Aldershot: Avebury).

Djangmah, J. (2009). Senior High School – Four Years for Majority and Three Years for Minority. Mimeo.

Dyer, K. (1998). REFLECT Mother Manual: Regenerated Freirean Literacy through Empowering Community Techniques.

Epstein, J. (2000). Johns Hopkins University A monthly newsletter by the National Clearinghouse for Comprehensive School Reform (NCCSR) January 2000 Vol. 1, No. 2 web site at http://www.pta.org/ programs/invstand.htm

Epstein, J. (2000). Johns Hopkins University A monthly newsletter by the National Clearinghouse for Comprehensive School Reform (NCCSR) January 2000 Vol. 1, No. 2 web site at http://www.pta.org/ programs/invstand.htm.

Eyben R, Lanbury S (1995). Popular Participation in Aid Assisted Projects: Why more in theory than practice. In power and Participatory Development. (Ed. S Wright) Intermediate Technology Publications. London.

Foster, P. J. (1963). Secondary schooling and social mobility in a West African nation. Sociology of Education, 150-171.

GEC, (2002). A Quality Education for All: Priority actions for governments, donors and civil society. GEC Briefing paper.

GEC. (2002). A Quality Education for All: Priority actions for governments, donors and civil society. GEC Briefing paper.

Ghana Education Service (GES). (1999). *Proposals on Incentives for Teachers in Deprived Communities*. Accra: Ghana: Ghana Education Service.

Godwin, B. (1994). Educating. New York: Cornell University Press.

Golooba, M.F. (2004). Re –assessing popular participation in Uganda. Public Administration and Development.In press.

149

Government of Ghana (GoG) (1995). Programme for the Development of Basic Education within the Framework of free Compulsory Basic Education (FCUBE). Accra: Ministry of Education.

Government of Ghana (GoG). (2002). Ghana Poverty Reduction Strategy 2002 – 2004: An Agenda for Growth and Prosperity. Analysis and Policy Statement. Accra, Ghana.

Government of Ghana.(GoG). (2002). Meeting the Challenges of Education in the Twenty First Century. Report of the President's Committee on Reviews of Education Reforms in Ghana. Ministry of Education. Accra: Adwinsa Publications (GH) Ltd.

Government of Ghana(GoG). (2002). Meeting the Challenges of Education in the Twenty First Century. Report of the President's Committee on Reviews of Education Reforms in Ghana. Ministry of Education. Accra: Adwinsa Publications (GH) Ltd.

Government of Ghana (GoG). (2004). White paper on the report of the education reform review committee

Gow, D., Vansant, J. (1983). Beyond the Rhetoric of Rural Development participation. How can it be done? World Development?

150

Gowin, B. (1994). Educating. New York: Cornell University Press.

Graham, C. (1971). The History of Education in Ghana from the Earliest Times to the Declaration of independence. London: Cass

Hadley, S. (2010). Seasonality and Access to Education: the case of primary education in sub-Saharan Africa. Consortium for Research on Educational Access, Transitions and Equity.

Hannaway, J., & Talbert, J. E. (1993). Bringing context into effective schools research: Urban-suburban differences. Educational Administration Quarterly, 29(2), 164-186.

Heyneman, S. P. (2003). The history and problems in the making of education policy at the World Bank 1960–2000. International journal of educational development, 23(3), 315-337.

Jansen, D. J. (1995). Effective schools? Comparative Education, 31(2) 181-200.

Kelly D. (2002). Community participation in rangeland management: a report for the Rural Industries Research and Development Corporation (RIRDC: Barton ACT).

Kelly, K., & Van Vlaenderen, H. (1995). Evaluating participation processes in community development. Evaluation and Program Planning, 18(4), 371-383.

Kolavalli, S., & Kerr, J. (2002). Scaling up participatory watershed development in India. Development and Change, 33(2), 213-235.

Kosack, S. (2009). Realising education for all: defining and using the political will to invest in primary education. Comparative Education, 45(4), 495-523.

Lane J. (1995). Non-governmentalOrganization and Participatory Development: the concept in theory versus the concept in practice. In power and Participatory Development. (Ed S. Wright). (Intermediate Technology Publications London).

Lisa C. (2008). Educational Stakeholders, Child Light, USA

Maassen, P., & Olsen, J. P. (Eds.). (2007). University dynamics and European integration (Vol. 4). Dordrecht: Springer.

Manyozo, S. (2006). Manifesto for Development Communication: Nora C. Quebral and Los Banos School of Development Communication. Asian Journal of Communication.

Mefalopulos, P. (2008). Development Communication source book. Broading the Boundaries of Communication. Washington DC. International Bank for Reconstruction and Development.The World Bank.

Ministry of Education (MoE). (2002). Meeting the challenges of Education in the twenty first century. Report of the president's committee on review of education reforms in Ghana

Ministry of Education (MoE). (2010). Monitoring and Evaluation Plan 2010-2013, Government of Ghana, December 2010, Ministry of Education. www.moe.gov.gh.

Ministry of Education (MoE). (2013). Stakeholders in Education. *Ministry of Education, Singapore.*

Ministry of Education (MoE). (2010). *Ministers of Education conference report.* Accra: Ghana.

Ministry of Education Science and Sports (MoESS). (2008). Education Sector Performance Report 2008, Accra: MoESS

Ministry of Education/Ghana Education Service (MoE/GES) (1999). A decade of educational reforms: preparation for the challenges of a new millennium. Background paper for the National Education Forum (NEF). Accra.

Ministry of Justice (1992). *4ᵗʰRepublican Constitution*. Accra: Ghana.

National Democratic Congress (NDC). (2008). a Better Ghana: Investing in People, Jobs and the Economy. NDC Manifesto. Accra: NDC

National Education Forum (NEF) (1999). Towards Sustaining an Effective National Education System. Accra: Ministry of Education

Nelson N, and Wright S, (1995). Participatory Power in Nelson N and S Wright (eds), Power and Participatory Development: Theory and Practice. London: Intermediate Technology Publications, pp.1-18.

New Patriotic Party (NPP) (2008). Moving Ghana Forward: Building a Modern Ghana. NPP Manifesto. Accra: NPP.

Nyoagbe, J. (1993). The Impact of the Education Reforms on Teacher Job Performance at Basic Education Level. A Research Project of GNAT, Accra: GNAT Secretariat.*OGC,* Managing Success Programs, *London: TSO, 2007 pg. 51.*

Opoku-Amankwa, K. (2002). Mastering the skills of Research Report writing. Accra, Granico Print Professionals.

Palmer, R. (2007). Skills for work?: From skills development to decent livelihoods in Ghana's rural informal economy. International journal of educational development, 27(4), 397-420.

Patrinos, H. A., & Fasih, T. (2009). Decentralized decision-making in schools: The theory and evidence on school-based management. World Bank Publications.

Paul S. (1987). Community Participation in Development Projects. World Bank, Washington DC.

Pedley, D., & Taylor, D. (2009). Politics and policy in education in Ghana. In UKFIET Conference on Politics, Policies and Progress (pp. 13-15).

Rolleston, C. (2009). Human Capital, Poverty, Educational Access and Exclusion: The Case of Ghana 1991-2006. CREATE Pathways to Access. Research Monograph No. 22.

Sato, N. (1990). Japanese education where it counts: in the classroom. In *Paper presented*.

Saunders, M., Lewis, P., & Thornhill, A. (2009). Research methods for business students. Pearson education.

Scadding, H. (1989). Junior secondary schools—an educational initiative in Ghana. Compare, 19(1), 43-48.

Servaes, J. and Malikhao P. (2005). Participatory Communication: The new paradigm. Media and global change. Rethinking Communication for Development, 91-103.

Stiglitz J E. (2002). Community Participation and Development. Perspectives from the Comprehensive Development Paradigm. Review of Development Economics.

Storey D. (1999). Issues of Integrations, Participation and Empowerment in Rural Development: the case of leaders in the Republic of Ireland. Journal of Rural Studies.

Sutherland-Addy, E. (2002). Impact Assessment Study of the Girl's Education Programme in Ghana. Accra: UNICEF-Ghana

Tagoe, M. (2009). A handbook for writing research proposals. *Accra: Ghana Universities Press. 82p.*

Tanka N.S, (2008). School of Education, Kathmandu University. Journal of Education and Research   Vol. 1   No. 1

Tanka N.S. (2008). School of Education, Kathmandu University. Journal of Education and Research   Vol. 1   No. 1

Thompson, N. M., & Casely-Hayford, L. (2008). The financing and outcomes of education in Ghana.

Thompson, N. M., & Casely-Hayford, L. (2008). The financing and outcomes of education in Ghana.

Tikere S, Youssef D, Domelly Roark P, Shah P. (2001). Organising Participatory Processes in the PRSP.

Unesco. (2004). The quality imperative. Unesco.

Warner M. (1997). Consensus Participation: An example for Protected Area Planning. Public administration and development.

White, A. (1981). Community Participation in Water and Sanitation: Concepts, Strategies, and Methods (IRC: The Hague).

White, H. N. (2004). Books, buildings, and learning outcomes: An impact evaluation of World Bank support to basic education in Ghana. *The World Bank.*

Wilkins K. (2008). Development communication: The International Encyclopedia of Communication.

Yoon, C. (1996). Participatory Communication for Development.